

Anti-Bullying Policy

“Small School with a Big Heart”

1. Our School Philosophy

At High Green Primary School, our vision is simple – to become the best version of ourselves. We are a small school with a big heart, and our approach to anti-bullying is rooted in our values: Be Respectful, Be Responsible, Be Kind, and Be Proud. We believe every child has the right to learn and play in a safe, happy, and inclusive environment. Bullying of any kind is unacceptable and will not be tolerated. Our aim is to educate, prevent, and respond effectively to ensure that all pupils feel valued, respected, and safe.

2. Statement of Intent

High Green Primary School is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

This policy works alongside our Behaviour & Relationships Policy, Child Protection Policy, and Online Safety Policy. It applies to all members of our school community – pupils, staff, parents, governors and visitors.

3. What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally. It can happen face-to-face or online. It is not a one-off disagreement or falling out between friends.

Types of bullying include:

- Physical – hitting, kicking, pushing, taking belongings
- Verbal – name calling, teasing, insults, racist or homophobic comments
- Indirect – spreading rumours, excluding others
- Cyberbullying – sending unkind messages or images via phones, social media or gaming
- Prejudice-based – targeting a person’s race, gender, religion, SEND, appearance, or family situation

Pupil-friendly definition: Bullying is when someone hurts or upsets you on purpose, more than once, and it makes you feel unhappy or unsafe.

4. Roles and Responsibilities

Everyone in our school community has a vital role to play in preventing and responding to bullying.

4.1 Designated Safeguarding Leads

- **Lucy Harding** – Headteacher (DSL)
- **Jenna Collins** – Deputy Headteacher (Deputy DSL)
- **Natalie Coe** – Deputy DSL
- **John Baker** – Online Safety Lead

The Governing Body monitors bullying data termly through the Safeguarding Report and ensures this policy is implemented effectively.

4.2 The Role of Staff and Volunteers

All new staff and volunteers receive induction training before beginning work in school. This includes a review of the Staff Code of Conduct, safeguarding procedures, and information on key safeguarding personnel.

Any suspicion or report of bullying — including online or child-on-child abuse — must be acknowledged and investigated in line with this policy and the Behaviour Principles Written Statement.

All incidents or concerns will be recorded on CPOMS and reviewed by the DSL team.

Teachers responsible for online safety will use Smoothwall to monitor any potential incidents of online abuse.

Designated Online Safety staff:

- **DSL responsible for Online Safety:** Jenna Collins
- **Teacher responsible for Online Safety:** John Baker

All staff will be aware of the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These will be reflected within the curriculum, and staff will remain vigilant for any bullying or prejudice linked to these areas.

4.3 The Role of Teachers and Teaching Assistants

All staff at High Green Primary School are expected to model and promote our core values: Be Respectful, Be Responsible, Be Kind, Be Proud, in everything they do. These values underpin our approach to relationships, behaviour, and anti-bullying practice.

We will:

- Listen to the child or the child's parent/carer.
- Treat all incidents with care and sensitivity.
- Inform the Headteacher of all incidents.
- Record incidents in the Bullying File.
- Inform parents by letter, phone, or in person as appropriate.
- Apply suitable sanctions in line with the Behaviour & Relationships Policy.
- Speak to the perpetrator and, where appropriate, other pupils involved.
- Communicate with the parents of the perpetrator.

Possible sanctions include reduced playtime, reflective work over lunch, time away from peers to repair harm, or, if necessary, exclusion in line with the Behaviour & Relationships Policy.

Staff training will be provided regularly to maintain awareness of bullying prevention, restorative practice, and safeguarding.

4.4 The Role of Pupils

This policy is most effective within a positive, supportive school climate where pupils understand what bullying is and how to respond.

Pupils are expected to:

- Be responsible for their own behaviour.
- Report any concerns to an adult and never keep secrets.
- Support and include others, promoting kindness through **"The High Green Way."**
- Refrain from any behaviour that could be perceived as bullying.

4.5 The Role of Parents and Carers

Parents and carers are key partners in preventing and addressing bullying. They can help by:

- Reinforcing the importance of respectful, sociable behaviour.
- Encouraging their child to report worries calmly and appropriately.
- Sharing concerns promptly with school rather than promising secrecy.
- Supporting and endorsing this policy through calm, positive engagement.
- Remaining open if their child is involved and working collaboratively to resolve issues.
- Modelling respectful, constructive behaviour in all interactions.

4.6 Governors

Governors ensure that the Anti-Bullying Policy is reviewed annually and that all incidents and patterns are monitored through termly safeguarding reports. They promote a culture of respect, inclusion and accountability across the school community.

5. Prevention and Education

We actively promote kindness, respect and inclusion through our curriculum, assemblies, and daily practice. We teach children how to recognise, report, and respond to bullying and to understand the impact of their words and actions.

Prevention strategies include:

- PSHE lessons and assemblies linked to our values
- Participation in Anti-Bullying Week, Kindness Week, and Safer Internet Day
- Pupil leadership groups such as Pupil Parliament, Reading Champions and Climate Ambassadors
- Displays and classroom charters reinforcing 'The High Green Way'

6. Reporting Bullying

Children are encouraged to tell any adult in school if they are worried or if they see bullying happening. Staff must take all concerns seriously, even if they appear minor. Incidents are recorded on CPOMS and reviewed by the DSL team.

Parents and carers should contact the class teacher or a member of the Senior Leadership Team if they have concerns. We will always listen, investigate and respond promptly.

7. Responding to Bullying

When bullying is identified, our response will focus on safety, support, and restoring relationships. We use a restorative approach, helping children reflect and learn from their behaviour.

Actions may include:

- Speaking individually with all pupils involved
- Informing parents and offering support
- Restorative conversations or mediation sessions
- Sanctions in line with the Behaviour & Relationships Policy
- Support for both the victim and the perpetrator, which may include sessions in The Nest nurture provision

8. Monitoring and Evaluation

The effectiveness of this policy is monitored through termly CPOMS data analysis, pupil and parent voice surveys, and reports to the Governing Body via the termly Safeguarding Report. Patterns and trends will be reviewed to inform further preventative work.

9. Linked Policies

This policy should be read alongside the following documents:

- Behaviour & Relationships Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Equality & Diversity Policy
- SEND Policy
- Complaints & Compliments Policy

Re-written by L. Harding November 2025

Review by Governors: Autumn 2 2025

Approved by Full Governing Body: December 2025

Next review: Autumn 2026