



Highfield Priory
School and Nursery

Anti Bullying Policy

The Education Committee is responsible for this policy.

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Aims

In line with the 'Every Child Matters' framework, the Schools Mission Statement, Code of Conduct, School Rules, Rewards and Sanctions Policy, Disciplinary Policy and our Inclusion Policy, we aim through this policy to produce a safe and secure environment where all children can flourish. We operate a zero tolerance on all forms of bullying and have measures in place to reduce its likelihood.

Objectives

- To promote a secure and happy environment within the school, free from threat, harassment and any type of bullying behaviour,
- To take positive action to prevent bullying from occurring through a clear school policy on promoting positive self-esteem and friendship through our PSHEE curriculum,
- To involve the whole school and pupil body in combating bullying and make it unacceptable at Highfield Priory,
- To create a supportive climate and break down the climate of secrecy that often surrounds bullying,
- To encourage pupils who are being bullied or observe bullying to inform staff.

Anti-bullying

Bullying affects everyone, not just the bullies and victims. It also affects those other children, who watch, and less aggressive children can be drawn in by group pressure and it can take time from class learning time while teachers intervene. Bullying is not an inevitable part of school life but we recognise that bullying can take place in all schools and in society at large and that like all aspects of relationships between human beings we will need to work very hard at this aspect of pastoral care.

Our response to bullying should not start at the point at which a child has been bullied. As a school we develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

In order to excel at tackling bullying we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We aim for parents to feel confident that the school will take any complaint about bullying seriously and to resolve the issue in a way that protects the child, and they (the parents) can reinforce the value of good behaviour at home
- involve pupils so all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions when required, ensuring that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference or children with different family situations. We also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. If we feel it beneficial we will draw on the experience and expertise of anti-bullying organisations

with a proven track record and/or specialised expertise in dealing with certain forms of bullying

- provide effective staff training so that our anti-bullying policy remains effective and all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- If/when we feel it necessary work, with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. We may also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on, so that our pupils feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive, safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the setting.

By positively promoting good behaviour, valuing co-operation, a caring attitude and good adult role-models, we hope to ensure that children will develop as responsible members of society.

Why is an Anti- Bullying Policy necessary?

At Highfield Priory we believe that our children have the right to learn in a supportive, caring and safe environment without fear of being bullied. At Highfield, we recognise the seriousness of bullying, both physical and emotional (which may cause psychological to those involved or witnessing it).

All schools contain some children with the potential for bullying behaviour; we recognise that there are three main factors that can reduce and remove bullying. They are:

- The school shows a zero tolerance to all bullying and immediate action is taken when it occurs,
- Creating attitudes within the pupil body that bullying is unacceptable and that any bullying should be reported- it is thus essential that pupils are involved in the formulation and implementation of our policy and feel some ownership. Discussion at School Council and house meetings will take place, interactive assemblies and work in PSHEE and circle time will actively involve all pupils,
- Staff show awareness, concern and vigilance.

Schools which make clear their abhorrence of bullying and who take every incident seriously, tend to have less bullying.

This policy has regard to 'Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies.' DFE 2017 and Cyber bullying: advice for headteachers and school staff DFE 2014. It is in line with 'The Education and Inspection Act 2006', 'Independent School Standard Regulations 2010' and 'The Equality Act 2010'.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is

experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

What is bullying?

Definition: Bullying is deliberate hurtful behaviour often repeated over a period of time. There can be an imbalance in the bully/ victim relationship such that the victim will have difficulty defending him or herself. It can be carried out by an individual or a group. Bullying can take many forms.

It can be:

- Physical- hitting, kicking, punching, damaging or stolen property
- Verbal- name calling, teasing, insults about one's appearance or family, spreading of malicious rumours,
- Exclusion- from social groups, discussions, activities,
- Racial, Religious, Cultural- Any action, verbal or otherwise, which are anti- race, colour, creed, culture or religion. Can take the form of negative stereotyping, name calling or ridiculing based on culture, religion or race.
- Disability- negative stereotyping, name calling, ridiculing or exclusion from activity based on disability or learning difficulties.
- Gender - negative stereotyping, name calling or innuendo based on sexual orientation or use of negative LGBT language.
- Sexual/ Sexist- use of sexist language or negative stereotyping based on gender.
- May occur directly and/or indirectly through cyber technology such as messaging services, social media, mobile phones, email, photographs and online gaming platforms.

Those targeted may be children who are not assertive, unlikely to respond positively, with few friends, anxious or fearful children, younger children and those outside a group.

Recording Of Incidents

Incidents are to be recorded on CPOMS. Staff are to record the key facts. The Assistant Headteacher must be alerted in the CPOMS and they will work alongside the Headteacher to ensure appropriate action is taken. The class teacher must alert parents as soon as possible, again stating the facts and the schools chosen course of action. If this is repeated, the Assistant Headteacher or Headteacher may be involved with meeting the parents.

The school's SMT review these incidents at regular intervals and report back if trends or patterns are forming. We strongly feel this allows us to monitor and intervene early enough, to promote and improve the wellbeing of our pupils.

Pupils may be put on the school's vulnerable list because of bullying occurring to ensure they are closely monitored and to minimize the chance of this happening again. DSL's meet regularly about the vulnerable list and these pupils can be closely monitored.

The duties and responsibility of the school

The Head teacher and Governors have a legal duty to;
Encourage within the school community good behaviour and respect for others,
Prevent all forms of bullying among pupils.

When a school accepts a pupil on roll it takes responsibility for his or hers physical, psychological and educational welfare. The focus should not just be on the pupils' educational attainment but on nurturing their emotional growth and making sure they are safe.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Reporting to parents

Bullying is a highly emotive issue and little else can rival it in this regard. Parents of victims can rightly become very upset on behalf of their child, very protective and very angry. Parents of victims often feel helpless, while parents of bullies often do not know and also feel very vulnerable and defensive when they find out.

Certain forms of bullying should normally be reported to parents, even if it is to inform them of what has happened and that we have taken action. It is important to be fully open with parents.

- Not every single case of bullying will necessarily be reported to parents but the expectation is that most will be. It will depend on circumstances and severity,
- Staff should make clear to parents of victims and bullies, the actions we are taking, why we are taking them and what they can do to help and re-enforce our actions,
- We urge parents to contact us immediately if they have any suspicion of bullying.

Sanctions

Formal discipline

As always, any sanctions must be proportionate to the offences and should allow the pupil to make amends where appropriate.

Minor offences- discipline for minor offences will include a reprimand, loss of house points, red minus, loss of playtime, time spent recording the incident/ writing a letter of apology.

Serious offences- for persistent long term cases of bullying we will look to suspension and exclusion. (These would only be used as a last resort).

Informal discipline

Bullying is rarely solved by sanctions alone; it is important to do a lot of talking and listening and take time in fact finding and reaching a resolution. Work on repairing relationships is important to overcoming bullies. Many pupils, when confronted with bullying, will not repeat the behaviour. As with all discipline, it must be consistent and fair; however dealing with bullying may call for adaptable and flexible thinking.

Work with children who have been bullied could involve some or all of the following:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / mediation where appropriate

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Rewards and Sanctions Policy mentioned above.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need, including counselling which we can provide in-house through our support counsellor.

There is a tendency, often quite a natural one, to want to investigate an incident and "get to the bottom of it." Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident

Cyberbullying

In this age of constantly developing technology, this form of bullying is becoming increasingly common. There are several types of cyber bullying:

- Text messaging,
- Sending pictures/ video clips,
- Email messaging,
- Chatroom and instant messaging,
- Social websites and defamatory blogs.

Measures taken in school to prevent this form of bullying include:

- Charter for safe internet usage,
- Guidance from the local police and other agencies on the safe use of social networking sites and cyberbullying,
- Guidance on keeping names, addresses, passwords, mobile telephone numbers and personal details safe.
- External agencies to come and talk to staff, parents and children where feasible.
- Issues raised during curriculum lessons (especially but not exclusively IT lessons) or in PSHEE or class/circle time sessions or school assemblies

Internet safety is built into the curriculum, covered in both ICT lessons and annually for Internet Safety Day through our PSHEE scheme. Staff are regularly trained through formal and informal

courses such as certified Cyber Security Training, as well as examples of good practice shared at regular staff meetings. Through regular education/topical information, events and discussions with their teachers/peers, we hope to build their resilience and better equip them for life in a digital world.

It is important for parents, outside of school, to monitor their child's internet use, particularly use of social websites as incidents of this type of bullying outside of school have been identified in the past.

For further reference to this type of bullying and online safety in general see the school CSIT policy and E-safety policy.

Raising Awareness of Staff

To raise awareness of our anti-bullying policy we will:

- Review our anti bullying policy at least once a year; this will be done by the SMT and shared with all staff and the governing body,
- Ensure new staff are introduced to our anti bullying policy as part of their induction programme and have access to further training as and when requested or when the school feel it is appropriate,
- Ensure that staff are clear about their responsibility to resolve pupils problems, know sanctions and behavioural management strategies (in line with our Rewards and Sanctions Policy) and where to seek support, have the required knowledge and skills for preventing bullying and repairing harm, understand the need of vulnerable pupils.
- Ensure all staff know the procedures for referrals and safeguarding.

This anti- bullying policy is an integral part of the whole school ethos, based on the mission statement and the rights of each individual.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding / Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. The Act protects pupils from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation

Highfield Priory School have adopted a zero-tolerance policy on antibullying and discrimination in all forms. Bullying based on protected characteristics is taken particularly seriously and dealt with immediately.

Complaints

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE lessons, or amending this policy.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Marketing Committee and Safeguarding Committee.