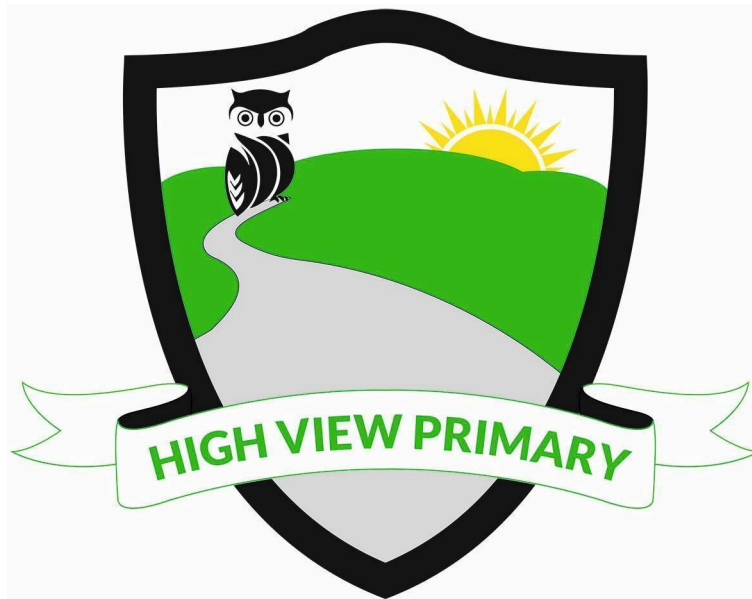

High View Primary School



Opportunities to Thrive

Anti-Bullying Policy Safeguarding

Spring Term 2026

Date of review: Spring Term 2028

Core Commitment

At High View Primary School, we are committed to providing a caring, friendly and safe environment for all members of the school community, irrespective of age, religion, ethnicity or background. Bullying of any kind is unacceptable and will not be tolerated. Every individual has the right to feel safe, valued, protected and to be treated with respect and dignity. If bullying does occur, all our pupils and staff should be able to speak up and know that incidents will be dealt with promptly and effectively.

This policy is to ensure pupils and staff are clear on expectations and on how to tackle bullying as a whole school community.

Aims:

- All governors, staff, pupils, parents (including any other person working, volunteering or studying at High View) to understand what bullying is.
- All governors and staff know what our policy is on bullying and follow it when bullying is reported.
- All pupils, parents (including any other person working, volunteering or studying at High View) should know what our policy on bullying is and what to do should bullying arise.
- As a whole school we take bullying very seriously and as such pupils and parents should be assured that we will support them when bullying is reported.
- Bullying will not be tolerated at High View Primary School.
- Our school focuses on a no blame approach and instead puts a focal point on a behaviour change rather than punitive blame.

Definition of bullying

Bullying is the repetitive, intentional harming of a person or group by another, where the relationship involves an imbalance of power.

It is a premeditated and systematic assault over time, occurring via the following methods:

- **Emotional:** Excluding others, spreading rumors, or "picking on" someone.
- **Verbal:** Name-calling, sarcasm, teasing, or threats.
- **Physical:** Pushing, hitting, taking belongings, or any form of violence.
- **Virtual/Cyberbullying:** Abusive texts, emails, or social media misuse (on or off school premises).
- **Prejudice-based:** Racist taunts, homophobic comments, or unwanted sexual contact.

Importance of responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everyone has a right to be treated with respect. Pupils who are displaying bullying behaviours need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

As a school it is our collective responsibility to ensure all our pupils and staff feel empowered to report any incidents of bullying or cyberbullying, knowing these will be dealt with promptly and effectively.

Dealing with an allegation of bullying behaviour

The Senior Leadership Team have been identified as the Anti-Bullying Leads in the school and all stakeholders are made aware of this.

- If an accusation of bullying is made against the Headteacher, the matter must be referred to the Chair Governor. If an accusation is against a member of staff (or any other person working, volunteering or studying at High View) then this must be referred to the Headteacher (see Whistleblowing Policy).
- We adopt the no-blame approach in dealing with suspected instances of bullying behaviour and all actions must be in accordance with the agreed school Behaviour Policy.
- 5 Steps to Success (Appendix 2) is a useful tool for staff to follow when addressing bullying behaviours.

Procedures

- When initial incidents arise, staff and children will have conversations to ensure a restorative practice to try to prevent incidents evolving into bullying, in accordance with the agreed Behaviour Policy.
- Both sides of any accusation will be listened to.
- Investigate the bullying behaviour/threats of bullying. First meet with the alleged recipient of bullying behaviour to reassure them that the problem is being taken seriously.
- Record all accounts (including any witnesses/bystanders) on to CPOMs. Ensure full names, and details are included.

- The person/s investigating must remain calm and avoid being personally drawn into the problem. They must be clear that the school disapproves of the unacceptable behaviour and not the individual/s.
- Parents will be informed of the incident and in serious cases or ongoing incidents the parents will be asked to attend a meeting to discuss the issues. In some cases, internal or external exclusions will be considered.
- If necessary and appropriate, police will be consulted.
- Support for victims and bullies will be given using strategies such as, ELSA (Emotional Literacy Support Assistant) or a referral to our Family Support Worker.
- In the case of children, the class teacher must be made aware of the allegation and resolution. They should record and monitor the situation, ensuring any further incidents or details are recorded on CPOMs.

Roles and Responsibilities

- **Senior Leadership Team (SLT):** Act as the Anti-Bullying Leads. For serious or persistent allegations, SLT will investigate, create behavior plans, and monitor the situation daily.
- **Teachers:** Record and monitor incidents on CPOMs and ensure resolutions are tracked.
- **Lunchtime Supervisors:** Intervene positively in the playground, report concerns to class teachers, and refer serious incidents to SLT.
- **Parents:** Involved in joint problem-solving to eliminate bullying for both the victim and the perpetrator.

Legal and Safeguarding Obligations

High View Primary follows state laws requiring a behavior policy to prevent bullying.

- **Illegal Acts:** Some forms of bullying are crimes and must be reported to the police, including violence, assault, theft, hate crimes, and repeated harassment.
- **Child Protection:** If a pupil is at risk of "significant harm," the incident is treated as a child protection concern under the Children Act 1989.
- **Anti-Discrimination:** Staff must act to prevent harassment and victimisation under anti-discrimination law.

Dealing with a more serious allegation of bullying behaviour

The following actions should be taken:

- A member of the Senior Leadership Team (SLT) must be informed.
- SLT will investigate the allegations as described above and add as a concern to CPOMs.
- SLT to inform all the parents concerned and explain any action taken in accordance with the Behaviour Policy.
- Behaviour plan created with child and parent.
- SLT to monitor the situation carefully (daily meeting with pupils to begin with and at least weekly meeting parents to begin with) to prevent any recurrence of the behaviour and until the victim feels supported.
- Appropriate support is provided for the pupil (e.g. book to record concerns or incidents, a named adult of pupil's choice to refer to regularly, access to ELSA).
- All staff are informed (via the next SMT/SDM meeting or by emailing team leaders to disseminate the information to all staff).

After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. If a child or children have been found to be bullying, sanctions will be applied fairly, proportionately, consistently and reasonably taking account of any special educational needs or disabilities (SEND) that a child may have and the needs of vulnerable children.

Bullying by children with SEND is no more acceptable than bullying by any other child. It is made clear their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, the school must take account of the nature of the child's needs and to what extent they understand and are in control of what they do.

Some children may target another child because of the impact and response of adults (gaining attention). While these actions do not follow the formal definition of bullying, it could lead to bullying and is as distressing to the victim. Aggressive physical or verbal behaviours towards another cannot be ignored.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour, ensuring they face up to the harm they have caused. The consequences should reflect the seriousness of the incident. Emotional bullying will not be treated any less serious than physical bullying (unseen scars can be just as damaging).

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 pupil is suffering, or is likely to suffer 'significant harm'. Where this is the case, the school should report their concerns immediately using the Safeguarding and Child Protection policy.

*****ALL CASES MUST BE TREATED AS SERIOUSLY AS EACH OTHER*****

Parental involvement

It is essential to involve parents when bullying has taken place. The emphasis of all meetings will be on joint problem solving with the aim of eliminating any further bullying both for the victim and the bully.

Prevention and Education

High View creates an anti-bullying culture through:

- **Curriculum:** PSHE lessons, RE, and assemblies focus on empathy, diversity, and resilience.
- **Reporting Tools:** Using "Speak Up" boxes in classrooms for children to report worries.
- **Events:** Annual participation in Anti-Bullying, Children's Mental Health and Diversity Weeks.
- **Restorative Practice:** Using calm, rational conversations to resolve conflicts before they evolve into bullying.

The school integrates emotional development into the daily environment to build long-term resilience:

- **Circle Time:** This provides a safe space for children to practice cooperation, sharing, and the celebration of self-worth.
- **Restorative Practice:** Staff use calm, rational conversations and restorative practices to help pupils resolve conflicts before they escalate.
- **Curriculum Integration:** Emotional literacy and resilience are core components of the PSHE and RE curriculum, as well as school assemblies.
- **Peer Groups:** Pupils are encouraged to take on roles and responsibilities through pupil voice groups, projects, and buddies, which empowers them to contribute positively to the school community.

Specialised Emotional Interventions

The school utilizes ELSA (Emotional Literacy Support Assistant) to help pupils manage their well-being. This support is specifically designed to help children with regulating emotions and developing a deeper understanding of friendships and relationships. ELSA is available to both victims of bullying and those who have engaged in bullying behaviors to help them learn different ways of behaving.

Individual and Personnel Support

Beyond ELSA, pupils have access to various staff members and reporting mechanisms:

- **Family Support Worker:** Pupils may be referred to the Family Support Worker for additional guidance.

- **Named Adult:** In serious cases, a pupil may choose a specific adult in the school to whom they can refer regularly for support.
- **Senior Leadership Team (SLT):** For persistent issues, the SLT monitors the situation through **daily meetings** with the pupil until they feel supported.
- **Speak Up Boxes:** Every classroom is equipped with a "Speak Up" box, allowing children to report worries or threats privately.

The Role of the Lunch Time Supervisor

All staff at High View are expected to follow the guidelines above in dealing with bullying behaviour. Lunchtime supervisors should also:

- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to pupils displaying or reported to be displaying bullying behaviour.
- Help pupils to find an interest in the playground – individually or in groups, playing a game or talking.
- Report any allegations of bullying behaviour to the pupil's class teacher at the first opportunity.
- Report more serious and persistent allegations immediately to SLT.
- Consult the Behaviour Policy / Behaviour hierarchy (Appendix 3) to reinforce behaviour expectations and raise concerns directly to class teachers and record through CPOMs.

Teaching and Learning

The curriculum can be used as a strategy to create an anti-bullying atmosphere. It will support children to know what bullying is, why it is unacceptable and develop empathy and understanding of the effects of bullying behaviours. It will also encourage and promote children to take responsibility for the prevention and denouncing of any bullying behaviours.

Through our curriculum all children will have the opportunity to learn about diversity and acceptance as well as learning to develop their emotional literacy and resilience.

Opportunities for children to express their feelings and resolve conflicts are provided in safe and supported environments, for example:

- ELSA support – regulation emotions, understanding friendships/relationships etc.
- Circle time – cooperation, sharing, celebration of self-worth etc.
- Anti-bullying week (November each year)

- Assemblies
- RE and PSHE curriculum
- Visits and visitors
- Roles and Responsibilities – promoting independence and contributing to the school society – pupil voice groups, projects, buddies etc.
- Pupil voice groups – empower children to speak up and create change through, school council, diversity group, etc.

Bullying off the school premises

Where we feel appropriate and reasonable we will exercise the right to sanction pupils who are involved in bullying of the school premises for example on their journey to school and in the local area. The Headteacher will consider whether it is necessary to inform the police.

Related policies

Behaviour policy

Child Protection policy

Whistleblowing policy

Online/E-safety policy

PSHE policy

External Support

Anti-Bullying Alliance - <https://www.anti-bullyingalliance.org.uk/>

Kidscape - <https://www.kidscape.org.uk/>

Bullying Online - <https://www.bullying.co.uk/>

Cyberbullying - <https://cyberbullying.org/>

Childline – **0800 1111**

Appendix 1 - Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels unwell in the mornings
- Begins to do poorly in school work
- Come home with clothes torn or items damaged
- Has possessions go “missing”
- Has unexplained cuts and bruises
- Comes home starving (lunch has been stolen/comments about food or weight)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2 - 5 STEPS TO SUCCESS

1 - BE AVAILABLE

- Break the code of secrecy
- Make it known you are ready to listen
- Provide immediate support *'You have a right to come to this school and feel safe and happy. Tell me what has been happening to you'*

2 - INVESTIGATE

- Investigate every incident as soon as possible.
- Interview all parties individually at first to avoid intimidation and to produce an accurate report e.g. *'I've heard that XXXX has been feeling scared and unhappy recently. What do you have to say about that?'*

3 - RECORD

- Record every incident on CPOMs which reinforces the school's anti-bullying policy.
- All parties should be encouraged to record the incident in writing. *'We have written a record of this incident and it will be placed in your file.'*

4 - RESPOND

- The style should be 'matter of fact' and relate to the severity of the incident.
- Remind pupils of school policy. *'All pupils have a right to feel safe and happy at this school. I think we need to meet with Paul and see how we can put this right.'*


5 - FOLLOW UP

- Show that you have a committed position on bullying by following up an incident at a pre – arranged time. This will show pupils that the school supports them and wants to encourage positive behaviour. *‘Perhaps we can meet together this time next week and see how things are going.’*



High View Primary School - Behaviour Hierarchy

		Positive behaviour reward	Response
		Children seen modelling SET/school values <i>Speaking frames linked to this:</i> <ul style="list-style-type: none"> • I like that _____ is showing _____ • Thank you _____ for _____ • I notice that _____ is _____ 	Stickers Dojo Communication with parents (Postcard, phone or email home) Star of the week certificate Termly award ceremony Whole class reward
Level		Inappropriate & unacceptable behaviour Sanctions	Response
1	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11 1.12 1.13	<ul style="list-style-type: none"> • Repeated calling out/interrupting • Failure to follow instructions/rules/procedures • Unnecessary/inappropriate movement around the class • Off task/chatting • Distracting or annoying others on purpose • Misusing equipment • Swinging on chairs • Pushing in front of others when lining up/moving around • Unfairly excluding others from games • Play fighting/rough play • Repeated low level disruptive behaviours • Disrespectful to adults or peers <p><i>Disrespectful = shouting back, turning away, talking over the adult, tutting or sucking teeth, yelling in the adult's face, rolling eyes etc</i></p> <p><i>Speaking frames linked to this:</i> <i>We/I need you to.....(refer to class rule or value)</i> <i>You should be.....(refer to class rule or value)</i></p>	<p>Strategy Non verbal signals. Verbal reminder/warning. Final warning Move the pupil to a different place within the class Confiscation of item/equipment. 1:1 conferencing.</p> <p>Sanction Momentary reflection (Time out on playground) Or 5 min momentary reflection (in partner class)</p>
2	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10	<p>Repetition of Level 1 despite sanction</p> <ul style="list-style-type: none"> • Inappropriate and offensive language • Play fighting that causes harm • Throwing objects • Rudeness and offensive language to pupils or staff • Swearing to one's self/rude language • Hiding property • Minor vandalism eg breaking rulers/kicking open doors/disfiguring books/graffiti • Spoiling other pupil's work • Purposely provoking or lying about others • Inappropriate behaviour in the toilets • Lack of responsibility for actions • Not telling the truth/lying/not taking responsibility for actions • Inappropriate physical contact e.g.pushing, shoving, hitting etc • Inappropriate use of the internet or mobile phones <p><i>Speaking frames linked to this:</i> <i>I noticed you chose to</i> <i>Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.</i> <i>I know you can (give example of desired value) by.....</i></p>	<p>Strategy As above Reflection sheet Letter of apology Closer supervision. Restorative conversation</p> <p>Sanction 15 min reflection at lunch</p> <p>Record on behaviour sheet.</p>

3	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11 3.12 3.13 3.14	<p>Repetition of Level 2 despite sanction</p> <ul style="list-style-type: none"> ● Deliberate vandalism that causes serious damage ● Swearing at someone else ● Discriminatory comments (against protected characteristics) ● Deliberate spitting or biting someone ● Stealing with intent to remove from school site ● Serious inappropriate physical contact ● Play fighting that causes harm ● Violence/fighting ● Deliberately lying to get another pupil into trouble ● Use of peer pressure to upset or hurt another pupil ● Serious inappropriate use of the internet or mobile phones ● Persistent disruptive behaviours 	<p>Strategy As above Meeting or phone call home from CT/PL. Work in isolation. Payment/contribution towards damage determined by SLT. Community service (task to benefit the school, linked to pupil behaviour)</p> <p>Sanction 30 min extended reflection</p> <p>Loss of extra-curricular activities/responsibilities as agreed with PL and parents. Record on behaviour sheet. Recorded on CPOMs Group call/text to be sent to parents</p>
4	4.1 4.2 4.3	<p>Repetition of Level 3 despite sanction 3 detentions in half term</p> <ul style="list-style-type: none"> ● Serious discriminatory comments (against protected characteristics) ● Bullying ● Serious inappropriate behaviour including sexualised behaviours 	<p>Strategy As above Meeting with SLT, CT and parents. Behaviour report devised with a member of SLT and CT – reviewed weekly and shared with parents.</p> <p>Sanctions</p> <p>Extended reflection or whole lunch authorised by SLT Recorded on CPOMs Phone call home to parents from SLT</p>
5	5.1 5.2 5.3	<p>Repetition of Level 4 despite sanction</p> <ul style="list-style-type: none"> ● Serious defiance/challenge to authority ● Severe violence towards a member of staff or pupil ● Serious and deliberate damage to property affecting the safety of pupils or staff 	<p>Strategy As above Reintegration meeting with parent/pupil and SLT (preferably HT)</p> <p>Sanctions Internal Exclusion. Exclusion from lunchtimes. Temporary exclusion (1-5 days). Second period of exclusion. Recorded on CPOMs Phone call home to parents from SLT Internal Exclusion. Permanent exclusion. HT, AHT record on SIMS.</p> <p>Recorded on CPOMs Meeting with parents</p>

In accordance with the school Behaviour Policy all sanctions must be age appropriate and be considerate of SEND. EYFS should follow EYFS Behaviour Policy.