



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

POLICY ON ANTI-BULLYING

Our Vision

At Highbury Primary and Nursery, we are committed to developing each individual to ensure every child is a happy, successful learner who always aims to do the best they can. Teaching pupils about choices and consequences, through restorative practice, is valuable to promote pupils’ personal, social, moral, spiritual and cultural development and has a significant importance in our daily school life. We are continually striving to improve practice and work in partnership with other professionals, parents and carers to implement approaches to support staff, learners and families. Highbury recognises that positive relationships are central to both learning and wellbeing.

We are committed to creating a happy, secure and stimulating learning environment where bullying has no place. Our school values of **Respect, Resilience, Confidence, Kindness, Inclusivity** and **Aspiration** underpin our approach to preventing and addressing bullying. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Definition of Bullying

Bullying is behaviour that is repeated over time (though one-off incidents can be serious), intentionally hurtful, and involves an imbalance of power, leaving the victim feeling defenceless. We recognise that bullying can take many forms and we are committed to addressing all types of bullying behaviour.

Bullying can be child-child, adult-child, child-adult or adult-adult.

Physical Bullying

Physical bullying includes hitting, kicking, pushing, or any form of physical violence. It also encompasses taking or damaging someone's belongings, as well as intimidating behaviour or threatening gestures. We understand that physical bullying can leave both visible and invisible scars, and we take all incidents seriously.

Verbal Bullying

Verbal bullying manifests through name-calling, insults, or offensive remarks. It includes teasing in a hurtful way, as well as threats or intimidation. We recognise that words can cause significant harm and that verbal bullying can be just as damaging as physical bullying.

Emotional and Psychological Bullying

Emotional or psychological bullying is often more subtle but equally harmful. This includes deliberately excluding someone from activities or friendship groups, spreading rumours or lies, humiliating someone, or manipulating friendships. We understand that this type of bullying can be particularly difficult to identify but can have long-lasting effects on a child's wellbeing.

Cyberbullying

In our increasingly digital world, cyberbullying has become a significant concern. This includes sending hurtful messages, images or videos via social media, text, email or gaming platforms, excluding someone online, creating fake profiles to embarrass someone, or sharing private information without consent. We recognise that cyberbullying can follow children home and feel inescapable, which is why we take it particularly seriously.

Prejudice-Based Bullying

We are committed to celebrating diversity and will not tolerate any form of prejudice-based bullying. Racist bullying targets someone because of their ethnicity, culture, religion or skin colour. Homophobic, biphobic or transphobic bullying targets someone because of their actual or perceived sexual orientation or gender identity. Disability-based bullying targets someone because of a disability or special educational need. Sexist bullying targets someone because of their gender. All forms of prejudice-based bullying are unacceptable at Highbury.

Sexual Bullying and Harassment

Sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported. This includes unwanted physical contact, sexual comments, remarks, or jokes, and online sexual harassment. We understand the serious impact this type of behaviour can have and will address it swiftly and appropriately.

What is NOT Bullying?

It's important to distinguish bullying from occasional disagreements or arguments between friends, which we recognise as a normal part of growing up and learning to navigate relationships. Similarly, one-off incidents, though they may still be serious and require intervention, are not classified as bullying. We also distinguish bullying from mutual conflict, where both parties are equally involved in a disagreement. However, we want to be clear that we take all incidents seriously and will address them appropriately, even if they don't meet the definition of bullying.

Roles and Responsibilities

The Governing Body

Our governing body ensures the school has an effective anti-bullying policy that is regularly reviewed. They monitor bullying incidents and hold the school to account for creating a safe environment where all pupils can thrive.

The Headteacher

The headteacher implements and monitors the anti-bullying policy, ensures staff receive appropriate training, and reports to governors on bullying incidents. They lead by example in promoting our school values and set the tone for expectations around behaviour and respect.

All Staff

Every member of staff models respectful behaviour and our school values at all times. They remain vigilant in identifying potential bullying, take all reports seriously, record incidents accurately on CPOMS, follow the procedures in this policy, support both victims and perpetrators appropriately, and deliver anti-bullying education through the curriculum.

Lunchtime Supervisors

Our lunchtime supervisors supervise pupils vigilantly during break times, remain alert to signs of bullying, intervene promptly when incidents occur, report concerns to class teachers or SLT, facilitate engaging activities to promote positive play, and receive regular training on identifying and responding to bullying.

Pupils

We expect all pupils to follow our school values, treat others with respect and kindness, report bullying when they see it or experience it, support peers who are being bullied, participate in anti-bullying activities and discussions, and take responsibility for their behaviour.

Prevention

Prevention is at the heart of our approach to tackling bullying. We believe that creating a positive school culture where everyone feels valued and included is the best way to prevent bullying from occurring in the first place.

Teaching and Modelling Our School Values

Staff will engage with children kindly and positively, modelling respect and courtesy at all times. Our values of **Respect, Resilience, Confidence, Kindness, Inclusivity** and **Aspiration** are reinforced through our Value Heroes and embedded across the curriculum. Children see these values in action every day through the behaviour of adults in school, and we consistently celebrate pupils who demonstrate these values.

Creating a Culture of Trust

We will promote an atmosphere where children feel able to trust and talk to adults and one another. We want every child to feel confident that if they report bullying, they will be listened to, believed, and supported. We work hard to build strong relationships between staff and pupils, and between pupils themselves, so that children feel safe to speak up.

Curriculum

Anti-bullying education is woven throughout our curriculum. In PSHE lessons we address bullying, relationships, and diversity explicitly. Assembly themes regularly promote kindness and inclusion, and relational circles provide safe spaces for children to explore their feelings and experiences. Online safety education is a key part of our computing curriculum. We believe that education is one of our most powerful tools in preventing bullying.

Positive Reinforcement

We consistently acknowledge and celebrate kind, inclusive behaviour through our rewards system. This includes 'Above and Beyond' certificates, Golden Book recognition, and Value Hero stickers. By shining a spotlight on positive behaviour, we reinforce the message that kindness and respect are valued and expected at Highbury.

Environment

Every classroom has clear routines and expectations that help children feel secure and understand what is expected of them. Our play areas are supervised and we provide engaging activities that promote positive play and reduce the likelihood of bullying behaviour.

Pupil Voice

We actively seek and value pupils' views on bullying and safety. The Pupil Parliament regularly discusses bullying and contributes ideas for how we can improve. We conduct pupil surveys to gather views on safety and bullying, and we have Well-being Champions who focus on kindness and helping others. Wellbeing Champions are chosen and work closely with the Pastoral Lead and ELSA to support pupils in supporting each other.

Reporting Bullying

We want every child to feel confident about reporting bullying, whether they are experiencing it themselves or witnessing it happening to someone else.

How Pupils Can Report Bullying

Pupils can report bullying by telling any member of staff they trust. This might be their class teacher, but it could equally be a teaching assistant, lunchtime supervisor, or any other adult in school. We also encourage children to tell a friend who can help them report it, as we understand that sometimes having peer support makes it easier to speak up.

How Parents Can Report Bullying

Parents should speak to the class teacher as a first point of contact if they have concerns about bullying. If the issue is serious or if parents feel their concerns haven't been addressed, they can contact the

phase leader or a member of SLT. Parents can also email or call the school office, or request a meeting with the headteacher. We want parents to know that all reports will be taken seriously and investigated promptly.

Responding to Bullying

When bullying is reported or observed, we respond swiftly and thoughtfully, balancing the need to keep children safe with our commitment to helping all pupils learn and grow.

Immediate Response

When bullying is reported or observed, staff will:

1. **Stop the behaviour immediately** and ensure the victim is safe
2. **Listen carefully** to all parties involved
3. **Record the incident** on CPOMS with full details
4. **Inform the class teacher** (if reported to another staff member)
5. **Notify SLT** for serious incidents

Investigation

We will learn all about our pupils and what they have lived through to date. If necessary we will look deeper at their resilience factors, their stressors (triggers) and their calmers (de-escalation strategies).

The investigating member of staff will:

- Speak to all pupils involved separately
- Speak to witnesses
- Review any evidence (messages, images, etc.)
- Consider the context and any patterns of behaviour
- Determine whether the incident constitutes bullying

Our Restorative Approach

We are a relational and restorative school and we support children to reflect on what happened and consider the reason for and impact of their choices. When bullying occurs, staff will use these questions with the perpetrator: What happened? What did you want to happen? How were you feeling? Who else do you think has been affected by this? How can you make things better? This approach helps children develop empathy and understand the consequences of their actions, rather than simply being punished without understanding why their behaviour was harmful.

Logical Consequences for Bullying

The consequences we apply depend on the severity and frequency of the bullying. For lower-level incidents, we might use a restorative conversation and apology, loss of privileges such as playtime activities, time spent with an adult reflecting on behaviour, or completion of work on the impact of bullying. These approaches help children understand the impact of their behaviour while maintaining their dignity and their place in the school community.

For more serious or persistent incidents, we may need to remove the child from the classroom for a set period with appropriate supervision and reflection time. We might implement an Individual Behaviour Plan that sets clear expectations and provides additional support. In some cases, we will involve outside agencies such as the Educational Psychology Service, Outreach services, The Mental Health Support Team or Child and Adolescent Mental Health Services. In extreme cases, we may need to use suspension, following Portsmouth City Council's exclusion policy.

When deciding on consequences, we will consider the age and developmental stage of the alleged perpetrator, the nature and frequency of the alleged incidents, and how to balance the consequence alongside education and safeguarding support. This may result in managing the incident internally, referring to early help, referring to children's social care, or reporting to the police, depending on the severity and nature of the bullying.

Understanding the Impact

We use restorative conversations to help children understand the harm they've caused. We provide education about empathy and the effects of bullying, helping them see the situation from the victim's perspective. We give opportunities to make amends, which is an important part of the learning process and helps children take responsibility for their actions.

Our Commitment

We believe that all children have a right to attend school and learn in a safe environment. We will not tolerate bullying in any form and will take all incidents seriously, ensuring that all pupils involved are listened to and supported. Every member of our school community has a role to play in preventing and addressing bullying, and we are committed to working together to create a culture where bullying cannot thrive.

Date agreed by staff and Governors – November 2025

Review – November 2026