Highcliffe St Mark Primary & Fledglings Pre-School

Anti-Bullying Policy

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Safeguarding Governor Lisa Caola

Reviewed (date)	September 2026
Reviewed by (name)	Gavin Withey
Approved by Governors (if applicable)	
Review due (date)	September 2027

Introduction

At Highcliffe St Mark primary school, we are committed to providing a safe and inclusive learning environment for all children. We believe that every child has the right to learn and grow without fear of harassment, intimidation, or bullying. This Anti-Bullying Policy aims to promote positive behaviour, foster a culture of respect and empathy, and prevent and address any form of bullying in our school.

We are committed to providing a safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to talk to adults with the knowledge that incidents will be taken seriously, dealt with promptly, and effectively.

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. At Highcliffe St Mark primary school, we strive to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them. It has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance and has been written to reflect the Equality Act, 2010.

The lead person with responsibility for developing the anti-bullying policy is a member of the school's senior leadership team.

Roles and responsibilities

The Governing Body will:

- review this policy to ensure it does not discriminate against pupils
- ensure the school is inclusive
- ensure the DSL has the appropriate status and authority within the school to carry out the duties of the role
- analyse the bullying data to establish patterns and review the policy if necessary

The Headteacher will:

- review the policy and initiate amendments of the policy, accounting for new legislation and government guidance
- arrange appropriate training for staff members

The lead person will:

- develop the policy in line with good practice
- ensure that agreed protocols are followed
- evaluate the progress the school is making in relation to the anti-bullying agenda

Parents will:

- inform their child's class teacher if they have any concern that their child or other children are victims of bullying or involved in bullying in anyway

Class teachers are responsible for the day-to-day implementation of practices, and they will:

- support the development of an appropriate culture within school
- support children who have experienced bullying

- respond to children who have bullied
- model appropriate, respectful behaviour

Children in this school will:

- embrace a culture that respects difference
- support children who have experienced bullying behaviours
- model appropriate, respectful behaviour

Our school will report the results of evaluations of monitoring at staff meetings, school council meetings and governor meetings.

Participation

At every stage in the development of this section of the policy recognition has been given to the importance of ownership. The children, staff, parents, governors and other members of the community have been involved in the development, implementation and evaluation of the policy.

Aims and Objectives

The aims and objectives of this policy are to develop and maintain:

- a culture of respect where difference is valued
- a system of support for children who have been bullied
- a system of clear, fair and consistent responses to incidences of bullying

Where allegations of bullying are substantiated, we have a clear responsibility to the pupils of this school and their parents to respond effectively and assertively. We will continue to listen and respond to bullying allegations until the issue is eradicated. The measure of the success of our intervention has to be the degree to which it stops the bullying.

Our school asked children what they felt the purpose of an anti-bullying policy should be and they responded:

- To stop bullying
- Help children who are being bullied
- Help communication between parents, professionals, victims and bullies
- Make school a happy and enjoyable place
- To help you to tell people

What is Bullying?

To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that we as a school have a shared definition of bullying. This should be understood by the whole school or setting including parents, young people and all staff.

The anti-bullying alliance describe bullying as the following:
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

It is important that we distinguish between, playground fall outs, individual acts of aggression and systematic intimidation. Bullying refers to an ongoing pattern of verbal, psychological and/or physical

aggression that is targeted at a particular individual. It is behaviour that strikes at the very heart of our Christian community.

Cyberbullying

Cyberbullying can take many forms and can go even further than face to face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups, and can target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling.

The school has a zero-tolerance approach to cyberbullying and views it with the same severity as any other form of bullying and will follow sanctions set out in this policy if they become aware of any incidents.

If necessary, the school has the right to exercise their responsibility under the Education Act 2011.

Prevention Strategies

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:

- Education and Awareness: We will conduct regular age-appropriate programs, workshops, and discussions on bullying prevention for children, staff, and parents to raise awareness about the negative impacts of bullying and promote empathy, kindness, and respect. We deliver an appropriate PSHE curriculum and look to promote courageous advocates and positive role models through our curriculum whilst also finding opportunities to learn from the past.

- School-wide Culture of Respect: We will promote a positive and inclusive school culture that values diversity, where bullying is not tolerated, and all children feel safe and supported. We model appropriate respectful relationships and behaviour by staff, pupils and other members of the school community, creating a culture where it is OK to make mistakes; knowing that this is how we can learn to improve

- Teacher and Staff Training: All staff members will receive training on identifying and responding to bullying incidents promptly. This training will also focus on creating a positive and inclusive classroom environment.

Reporting and Response Procedures

Reporting Incidents: At our school, children are introduced to key adults with who they feel safe to discuss any concerns. Children, staff, parents, or any member of the school community are encouraged to report any bullying incident they witness or experience. Reports can be made verbally or in writing to any staff member. All incidents will be recorded on our school's MyConcern.

- Confidentiality: All reports of bullying will be treated with utmost confidentiality, and the identity of the reporter will be protected, as far as reasonably possible. The victim and the perpetrator will be interviewed separately.

- Prompt Investigation: The school will promptly investigate all reports of bullying to determine the nature and severity of the incident. Staff will use the school's Bullying Concern Record

Form (appendix 2) to keep records of the accusations and note action to take. Where possible a witness will be used for serious incidents.

- Interventions and Support: Appropriate interventions and support will be provided to all involved parties based on the investigation findings. These interventions may include pastoral support, mediation, and disciplinary actions as deemed necessary.

- Parental Involvement: Parents/guardians will be informed if their child is involved in a bullying incident, and they will be encouraged to work collaboratively with the school to address and prevent further incidents.

Dealing with Incidents of Proven Bullying

If investigation confirms that bullying behaviour is present, one or more of the following procedures will take place:

- A meeting with the Headteacher or delegate and parent/carers
- Internal suspension (child removed from the classroom)
- A Relationships and Behaviour Support Plan (BRSP)
- Risk Assessment or Positive Handling Plan

Appropriate interventions and support will be provided to all involved parties, including perpetrator(s) and victim(s). These interventions may include pastoral support, mediation, and disciplinary actions as deemed necessary.

Both perpetrator and victim will be monitored by the class teacher(s). If appropriate follow up contact will be arranged with parents after the incident.

The DSL/DDSL/Phase leader will hold a leader follow up meeting to check whether the bullying has stopped, and these will continue until the staff leaders and victim are confident the bullying has ceased. The victim will be encouraged to tell a trusted adult in school if the bullying is repeated.

If incidents continue to occur, we consider this a Level 5 Serious Behaviour Choice (Behaviour and Relationships Policy). Responses may include:

- Fixed term suspension although the Headteacher has the discretion for a Permanent Exclusion. Please see Relationships and Behaviour Policy, Appendix 1 - Suspension and Exclusion further guidance.

Our considerations for the above responses will be based on the age, stage, and the level of understanding the child has of their behaviour choice.

Dealing with Incidents that Refer to Protected Characteristics

We expect all staff to take seriously any incident that refers to protected characteristics (attributes that are protected from discrimination under the Equality Act 2010 i.e. age, disability) and to refer any incident to a member of the Senior Leadership Team. It is our policy to teach why such behaviour is unacceptable and to support both perpetrator(s) and victim(s). This process would normally include parents/carers of those involved. PSHE curriculum topics and values support this approach. Every incident is recorded on MyConcern and the Anti-Bullying Concern Form.

Our considerations for the above responses will be based on the age, stage, and the level of understanding and intent of the child's behaviour choice.

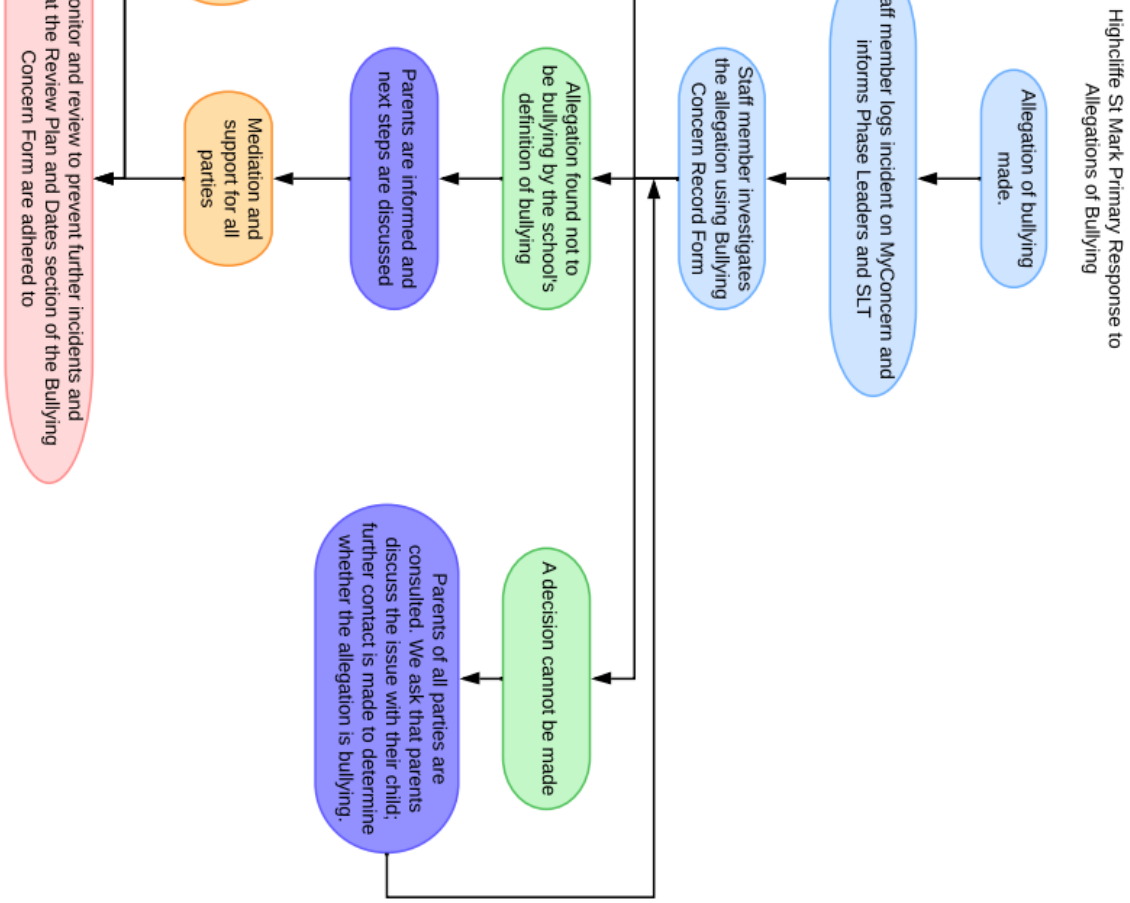
If incidents continue to occur, we consider this a Level 5 Serious Behaviour Choice (Relationships and Behaviour Policy). Responses include:

- Fixed term suspension although the Headteacher has the discretion for a Permanent Exclusion. Please see Relationships and Behaviour Policy, Appendix 1 - Suspension and Exclusion further guidance.
- The Headteacher is also responsible for determining whether it is appropriate to notify the police of the incident.

Evaluating

This Anti-Bullying Policy will be reviewed periodically to ensure its effectiveness. Feedback from children, parents, and staff will be considered, and the policy will be updated as needed to reflect the evolving needs of the school community.

Appendix 1


Highcliffe St Mark Primary Response to Allegations of Bullying
Allegation of bullying made.
Staff member logs incident on MyConcern and informs Phase Leaders and SLT
Staff member investigates the allegation using Bullying Concern Record Form
Allegation found to be bullying by the school's definition of bullying
Parents of all children involved are informed and next steps are discussed.
Where appropriate, liaise with wider community and relevant agencies and organisations.
Appropriate consequences implemented in line with the school's Behaviour Policy. The message that bullying is unacceptable is reiterated.
Restorative mediation and support are made available to both the target and the perpertrator(s)// bystanders
Allegation found not to be bullying by the school's definition of bullying
Parents are informed and next steps are discussed
Mediation and support for all parties
A decision cannot be made
Parents of all parties are consulted. We ask that parents discuss the issue with their child; further contact is made to determine whether the allegation is bullying.
Staff monitor and review to prevent further incidents and ensure that the Review Plan and Dates section of the Bullying Concern Form are adhered to

Appendix 2 – Anti-Bullying concern form

Highcliffe St Mark Primary School

Bullying Concern Record Form

Incident details			
Date of incident		Time of incident	
Location / event			

Nature / type of incident

☐	Extortion	☐	Written
☐	Isolation – being ignored or left out	☐	Possessions – kit taken or damaged
☐	Physical – being hit or hurt	☐	Forced into actions against will / hazing
☐	Verbal – name-calling, taunting, mocking, threatening	☐	Cyber – online, social media, email, text, posting photos / videos
☐	Spreading rumours	☐	Other (specify):

Are there indications that the incident was motivated by any of these? Tick all that apply				
	☐	General appearance / demeanour	☐	Race / ethnic origin
	☐	Disability / SEN	☐	Sexual orientation
	☐	Gender / sexism	☐	Home circumstances
	☐	Religion	☐	Sports ability

Individuals involved

	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				

* Gender: **F** – Female / **M** – Male / **NB** – Non-binary / Another – please write in

* Role: **V** – Victim / **R** – Ringleader / **A** – Associate / **B** – Bystander

Did anybody else witness this incident?	
☐ Yes ☐ No	Name/s:
Brief summary of incident(s)	
Action taken	
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.	
Overall (include details if incident was referred on)	
With each individual involved (noted on page 1)	
Review Plan and dates	
Declaration	
Form completed by (print your name)	
Your signature	
Today's date	

Resources used to support our approach to anti-bullying:

http://anti-bullyingalliance.org.uk/

https://www.gov.uk/bullying-at-school

VERSION	DATE	REVIEWER	COMMENT
1	October 2023	DW	Concern form added
2	September 24	GW	Changes made to reflect new titles of staff i.e. Headteacher
3	January 25	SC, DH, GW	Changes made following the Governor's meeting.
4	September 25	GW	Change made to School name and DSL's
5	September 26	GW	Remove date reference to Relationships and Behaviour Policy