



Anti-Bullying Policy

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Version Control

Version	Last Modified	Last Modified By	Document Changes
2	4.2.26	Headteacher	Rewording for clarity

STATEMENT OF INTENT

We are committed to encouraging positive relationships by providing a caring, safe and inclusive environment where all pupils can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Heathcote Primary.

If bullying does occur, all pupils should feel confident to tell an adult and know that incidents will be dealt with promptly, fairly and effectively. Anyone who witnesses or knows of bullying is expected to report it. All children are treated with dignity and respect at all times.

WHAT IS BULLYING?

Bullying is deliberate, unwanted and aggressive behaviour that involves an imbalance of power. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and those who bully others may need support to change their behaviour and repair relationships.

Bullying is different from isolated acts of unkindness. For behaviour to be recognised as bullying, all four characteristics must be present:

1. Repeated
2. On purpose
3. Intended to cause harm
4. An imbalance of power

ANTI-BULLYING CODE

How can I help stop bullying?

Don't:

- Take part in bullying.
- Stand by and watch—tell an adult.
- Ignore bullying when you see it happening.

Do:

- Listen if someone tells you they are being bullied.
- Encourage them to speak to an adult about what has happened.
- Offer to go with them to talk to a teacher or trusted adult, or help them report it.

Bullying may include repeated examples of:

- Being hit, kicked, pinched, spat at or threatened.

- Continuous name-calling.
- Being made a fool of or embarrassed on purpose.
- Repeated teasing.
- Being the victim of rumours or malicious gossip.
- Property being destroyed or damaged.
- Property being taken without consent.
- Being deliberately excluded.
- Racial taunts, racist graffiti or gestures.
- Unwanted physical contact or abusive comments.
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OBJECTIVES

- To provide a welcoming, safe and secure environment for pupils in and around school.
- To help pupils understand the difference between acceptable and unacceptable behaviour.
- To promote responsible behaviour and self-discipline throughout the school.
- To encourage respect for themselves, others and property.
- To ensure pupils understand democratic values and respect all voices, faiths and beliefs.
- To educate pupils about prejudice and discrimination.
- To provide sensitive and timely support for pupils distressed by the actions of others.
- To provide appropriate support for pupils who have bullied others, helping them change their behaviour.

PROCEDURE

When a member of staff becomes concerned or is made aware that bullying may be taking place, the concern is shared with the safeguarding team and recorded on CPOMS. Spotting patterns is crucial in identifying bullying. Individual incidents are resolved in line with the Behaviour and Relationships Policy.

When repeated incidents involve the same pupils, staff should refer to the four characteristics of bullying to ensure it is correctly identified.

When bullying is confirmed:

- The Senior Leadership Team (SLT) is informed.
- A plan is put in place to investigate and address the bullying.
- Pupils involved are monitored and the class teacher gathers evidence.
- Evidence is recorded on CPOMS.
- If concerns are unsubstantiated, no action is taken beyond ongoing relationship and friendship education.
- Substantiated incidents are discussed with a senior member of staff and parents of the pupils involved.
- Class teacher, SLT and parents work together to implement strategies to resolve the situation.
- Strategies are monitored and reviewed.

- Minutes of meetings and actions are recorded on CPOMS.
- Relevant staff are informed so they can support monitoring and intervention.

SPOTTING SIGNS OF BULLYING

A child may show signs of distress or changes in behaviour that could indicate bullying. Adults should investigate if a child (this is not an exhaustive list):

- Is frightened of walking to or from school
- Avoids using the school/public bus
- Begs to be driven to school
- Shows changes in routine
- Is unwilling or anxious about attending school
- Becomes withdrawn, anxious or lacking confidence
- Starts to stammer
- Has difficulty sleeping or has nightmares
- Complains of feeling unwell in the morning
- Performs poorly in schoolwork
- Comes home with damaged clothing or books
- Has missing possessions
- Asks for money or begins stealing
- Has unexplained cuts or bruises
- Comes home hungry
- Becomes aggressive, disruptive or unreasonable
- Begins bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for their behaviour

These signs may indicate other issues, but bullying must be considered and investigated.

STRATEGIES TO RESOLVE BULLYING

Both the victim and the perpetrator will receive appropriate support. Strategies may include:

- A supported apology from the perpetrator.
- Mediation or restorative meetings.
- Sanctions in line with the Behaviour and Relationships Policy.
- Return or replacement of damaged or stolen items.
- Whole-class or group lessons/discussions about bullying.
- PEACE meetings and restorative meetings to rebuild positive relationships.
- Providing a safe space for the victim.
- Behaviour-change guidance for the perpetrator.
- Resources for families to support behaviour change
- Seeking external advice or considering suspension in cases of extreme or persistent bullying.

STAFFING AND SUPERVISION

We have high expectations for behaviour at Heathcote Primary. Staff take an active interest in pupils' behaviour and relationships both in classrooms and around the school. We foster a culture of shared responsibility for the wellbeing of all pupils. Movement around school and all playground areas are appropriately supervised.

CYBERBULLYING

Cyberbullying involves the use of technology (e.g., mobile phones, social media, messaging apps, online games) to deliberately harm, intimidate or upset others.

We take cyberbullying very seriously and do not tolerate any form of bullying, whether in person or online. Pupils experiencing or witnessing cyberbullying should tell a trusted adult such as a teacher, the safeguarding lead or any member of staff. We work closely with pupils and families to address concerns and provide support.

While many incidents occur outside school hours, parents and carers play a vital role in monitoring children's online activity. If cyberbullying outside school affects a child's wellbeing in school, we will work with parents to resolve the issue.

This policy works alongside our Online Safety Policy, and pupils are taught about responsible and respectful online behaviour.

PREVENTATIVE MEASURES

- Staff are vigilant and observe behaviour in class, at playtimes and around school.
- Staff take collective responsibility for the wellbeing of all pupils.
- Safeguarding concerns are shared immediately with the safeguarding team.
- Staff model respectful, courteous behaviour.
- Lessons include varied groupings to promote positive social development.
- Pupils are encouraged to speak to staff if they have a concern.
- Posters promoting respectful behaviour are displayed around school.
- Worry boxes are available in corridors.
- Positive and healthy relationships are taught through the PSHE curriculum.
- All pupils receive Protective Behaviours training.
- We participate in national Anti-Bullying Week.
- The School Council, Prefects, other pupil leaders and the SLT regularly survey pupils to monitor feelings of safety and supports the development action plans in response.