

Highgate Primary School

Anti-Bullying Policy



Policy Statement

At Highgate Primary School, our six core values — kind, respect, resilience, try our best, ready, and curious — underpin everything we do and play a vital role in promoting an anti-bullying culture. We teach children to be kind in their words and actions, to show respect for others' differences, and to be resilient when facing challenges, including standing up against unkind behaviour. By encouraging pupils to try their best, be ready to learn, and stay curious about the world and each other, we foster an inclusive environment where everyone feels safe, valued, and empowered to speak out. These values guide our expectations and help build a community where bullying is not accepted and everyone belongs.

At Highgate Primary School, we are committed to providing a safe, respectful, and inclusive environment where bullying is not tolerated. We believe every child has the right to feel secure, valued, and supported. This policy outlines our approach to preventing and responding to bullying in line with the Beyond Bullying Award standards.

Aims of the Policy

- To prevent bullying through a whole-school approach.
- To ensure all pupils, staff, and families understand what bullying is and what it isn't and how to report it.
- To respond to bullying swiftly, fairly, and effectively.
- To support both the target of bullying behaviour and the pupil engaging in bullying behaviour in moving forward positively.

Anti-Bullying Champions

Our Anti-bullying champions are passionate about preventing bullying and helping put a stop to any bullying that does occur. They play an active role in making sure children feel safe and happy in school. Staff anti-bullying champions include

- Mrs Mallon: Lead Anti-Bullying Champion
- Mrs King: Anti-Bullying Champion
- Mrs Palmer: Anti-Bullying Champion
- Mrs Taylor: Anti-Bullying Champion

Definition of Bullying

Bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. ([Anti-Bullying Alliance Definition](#))

It is:

- Deliberate – intended to hurt or harm.
- Repeated – happens more than once.
- Power-imbalanced – involves a real or perceived power difference.

It can be:

- Physical – hitting, kicking, taking belongings.
- Verbal – name-calling, threats, offensive remarks.
- psychological – spreading rumours, excluding others.
- Online – cyberbullying carried out on electronic devices, such as pcs, laptops, smartphones, tablets, gaming consoles or smartwatches, via apps, AI, gaming and/or social media.

It is NOT:

- one time arguments
- friendship fall outs
- one time mean comments

Protected Characteristics

Highgate Primary School is committed to promoting equality and preventing bullying related to any of the protected characteristics as defined in the Equality Act 2010. We recognise that bullying can be targeted at individuals or groups based on these characteristics, and we take proactive steps to ensure all pupils feel safe, respected, and included.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Bullying based on disability (disablist) – is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

Bullying based on religion or belief – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends

and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Other form of bullying

At Highgate Primary School, we recognise that bullying can be targeted at individuals for other characteristics, including:

Bullying based on appearance or health conditions – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on weight is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

Bullying based on home circumstance – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

Our anti-bullying approach includes monitoring incidents related to all of these characteristics, educating pupils about diversity and inclusion, and ensuring staff are trained to respond appropriately. We work closely with families and external agencies to support affected pupils and promote a culture of respect and understanding throughout the school.

Prevention Strategies

We promote a positive school culture through:

- Curriculum: Regular PSHE lessons, circle time, and assemblies focused on respect, empathy, and kindness.
- Pupil Voice: School Council, Anti-Bullying Ambassadors, and listening monsters/boxes
- Staff Training: Annual CPD on recognising and responding to bullying.
- Parent Engagement: Workshops, newsletters, and clear communication channels.
- Environment: Safe spaces such as the den, visible staff presence at break times, and inclusive displays, friendship bench, no outsiders books and ELSA groups.

Reporting and Responding

- Pupils can report bullying to any trusted adult or via our listening monster/boxes system.
- Staff must log all concerns on Arbor and inform the DSL and Anti-Bullying Champion(s).
- Parents are encouraged to report concerns promptly to either class teachers, deputy head, anti-bullying lead or head teacher.
- All reports are taken seriously and investigated thoroughly. This can include the involvement of police if deemed necessary.

Response steps:

1. An investigation into what has allegedly happened including speaking to all parties involved
2. Record incidents and actions taken. This can include reporting of incidents that have occurred outside of school.
3. Inform parents/carers for both target of bullying behaviour and pupil engaging in bullying behaviour.
4. Apply appropriate sanctions and support which depending on the nature, circumstances and persistence of the incident the following sanctions could be carried out which could range from missed play times, involvement of senior leadership, internal seclusion or a fixed term suspension. ([Behaviour Policy](#)) ([Suspension and Permanent Exclusion Policy](#)) The following support could be put into place ELSA sessions, access to safe spaces such as the den, check ins with familiar adults and/or peer mentoring.
5. Monitor and review. Senior leadership have monthly meetings to discuss behaviour including bullying behaviour. They discuss if anything in school needs to be changed or adapted. A risk assessment is completed if deemed necessary for repeated incidents.

Support for Pupils

- Target of bullying behaviour: Pastoral support (ELSA), check-ins, restorative conversations, and peer mentoring.
- Pupil engaging in bullying behaviour: Behaviour support plans, reflection time, and education on impact.
- Pupils encouraged to speak up: Children encouraged to speak up if they see any bullying incidents and supported in doing so.

Monitoring and Evaluation

- Monthly review of bullying logs and patterns. This is completed by senior leadership and shared with the lead anti-bullying lead champion.
- Consultation of the policy and how the school deals with bullying ongoing. Learning walks and meetings between senior leadership, anti-bullying lead and anti-bullying governor.
- Pupil and parent surveys analysed by senior leadership and lead anti-bullying officer.
- Annual policy review with input from staff, pupils, and governors.

Incidents of Bullying that occur away from the school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Roles and Responsibilities

- Headteacher: Overall responsibility for policy implementation.
- Anti-Bullying Lead (Mrs Mallon) : Monitors incidents, supports staff, and leads training
- Anti-Bullying Champions (Mrs King, Mrs Palmer and Mrs Taylor): Supports pupils, proactive, supports staff.
- All Staff: Vigilant, proactive, and consistent in applying the policy.
- Pupils: Encouraged to be kind, speak up, and support one another.
- Parents: Partners in promoting respectful behaviour and reporting concerns.

Bullying of School Staff

Staff can also experience bullying and if they cannot resolve the issues informally, they are encouraged to discuss it with senior leadership. All issues will be investigated, and ongoing support will be provided. This will be logged separately and appropriate consequences will be put in place. ([Behaviour Policy](#))

Linked Policies

- ([Behaviour Policy](#))
- [Safeguarding and Child Protection Policy](#)
- [Online Safety Policy](#)
- [Equality and Diversity Policy](#)

Legislation and Guidance

This policy is based on the latest guidance and legislation, including:

- [Keeping Children Safe in Education \(2025\)](#)
- [Preventing and Tackling Bullying \(2017\)](#)
- [Working together to Safeguard children \(2023\)](#)
- [Equality Act \(2010\)](#)