HOWE GREEN HOUSE
BISHOP'S STORTFORD

ANTI-BULLYING POLICY

ISI Reference	10a
Issue Number	
This policy is endorsed by	Governing Board and the Headteachers
This policy is owned by	
Review Body	Education Committee

Most Recent Revision Date	January 2026
Last Reviewed by Governors	January 2026
Period of Review	Two-yearly
Next Review Date	January 2028
Previous Reviews	4

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

This policy also includes the Early Years Foundation Stage and Before and After School Provision

STATEMENT OF INTENT

The governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical, and moral development of the individual child.
Our stated school policy is to provide a happy and caring environment in which each pupil has the opportunity to achieve their full potential, and our policy on bullying is an integral part of achieving this aim. Bullying will affect self esteem, happiness, creativity, community, security, motivation, academic and personal achievement. It erodes trust and respect and places little or no value on love for one another.

HARASSMENT, BULLYING AND VICTIMISATION

Members of the school community are entitled to an environment free from hostility. Intimidating behaviour also prevents members of staff and pupils from working effectively and denies them job satisfaction. Harassment, including sexual and racial harassment, bullying and victimisation are all therefore unacceptable and are disciplinary offences. Repeated bullying or racist incidents or a single serious incident may lead to consideration under child protection procedures.

DEFINITION OF BULLYING

Bullying is harmful behaviour that may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example the protected characteristics - on grounds of age, race, religion or belief, sex, gender, sexual orientation, special educational needs and disability; or because a child is adopted or is a carer.

It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email);

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; cyber-bullying such as sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional and psychological damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

AIMS

To create environments which encourage the individual to be happy, confident, interested, involved, cooperative and responsible.

To create an environment where pupils feel confident to report incidents either involving themselves or others to staff, knowing it will be dealt with appropriately.

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community.

OBJECTIVES

To protect the child from situations which may lead to bullying and to support him/her should such situations arise.

To educate the children about bullying in its various guises and to promote positive, kind and healthy relationships and communication.

STRATEGIES/ACTION PLAN

The aims of school anti-bullying strategies and intervention systems are:

• To prevent, de-escalate and/or stop any continuation of harmful behaviour.

• To react to bullying incidents in a reasonable, proportionate and consistent way.

• To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

• To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support. To provide support for both victim and bully

Response to bullying issues

- Staff will make pupils aware through assemblies, PSHE lessons and in form tutor periods that any form of bullying will not be tolerated in school. Pupils will be reassured that their concerns will be taken seriously and be informed of procedures for reporting incidents.

- All children to understand that one of their responsibilities is to report to staff any incident they see which they think in unacceptable.

- Staff on playground supervision must report any incidents they have witnessed or had reported to them to the child's class teacher at the earliest opportunity.

- The incident must also be recorded on CPOMS for monitoring.

- The class teacher or assigned member of staff will be expected to investigate the matter fully and report to the Head of Pastoral and Wellbeing if there is any evidence of bullying.

- If appropriate, the incident will be referred to a Co-Headteacher or member of the Leadership team who will interview the children concerned, determine a plan of action and consult parents as necessary.

- All incidents of bullying will be recorded on CPOMS and the Co-Headteachers' bullying log.

- If appropriate, an action plan to deal with the bullying will be devised in collaboration with the class teacher in order to monitor what is happening.

- Consideration is given to the needs of vulnerable pupils when responding to incidents and developing preventative strategies.

- Repeated bullying incidents may lead to the matter being referred to the Board of Governors where further action may be taken.

- In cases where the Co-Headteachers deem it appropriate; external agencies, counsellors or social workers will be called upon for advice and guidance.

- **This policy needs to be read in conjunction with the school's 'Building better behaviour' and 'Exclusions' policies as these outline in more detail the possible sanctions that may result from bullying behaviour.**

CURRICULUM IMPLICATIONS

All children should, via the Personal, Social, Health and Economic education (PSHE) programme, learn about bullying, and to learn what is acceptable and unacceptable behaviour, and to report bullying in the knowledge that they will be listened to sympathetically.

TRAINING

All staff need to have the opportunity of access to relevant training programmes.

The procedures outlined below, for Little Oaks Nursery, should be read in conjunction with this policy.

Little Oaks Nursery

Procedural Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

We have named persons Julie Sellears and Claire Hughes who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning bullying.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.
Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as ‘bullies’;

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy is in conjunction with the main school "Building better behaviour policy"

Monitoring and Reviewing

To ensure our procedures remain effective they will be reviewed on a regular basis.

Date: January 2026

Headteachers: Paul Bailey and Anna Lipani

Chair of Education Committee: Mary Sanders

Next Review: January 2028