



Anti-Bullying Policy 2025-2026

This policy is drawn up following DfE guidance *Preventing and Tackling Bullying (2017)* and *Keeping Children Safe in Education (2025)* and covers all pupils in the school, including those in the Pre-Prep department.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

A bullying incident should be treated as a child protection concern when there is a reasonable cause to believe that a child is suffering or likely to suffer significant harm (see Safeguarding Policy).

Aims and Principles

At Greenfield, we believe that it is a basic entitlement of all pupils and staff to be allowed to receive and deliver education free from humiliation, abuse and oppression. We take a positive anti-bullying stance, which makes it clear that any form of bullying will not be tolerated, and that unacceptable behaviour will be dealt with swiftly and firmly. All forms of bullying must be taken seriously, both physical and emotional (which may cause psychological damage).

Procedures and Reporting

All incidents of behaviour by an individual or group that **intentionally** hurt another individual or group, either physically or emotionally must be recorded on CPOMS, whether substantiated or not, and reported in person to one of the safeguarding team. The safeguarding team will respond appropriately, in line with our Safeguarding Policy and procedures.

These may be low level incidences of unkindness towards other pupils. Low-level disruption and the use of offensive language can have a significant impact on a pupil's wellbeing. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other behaviour. Repetitive low-level incidences that fall within the definition of bullying, will be treated as such. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Prevention

Through staff training at Staff Meetings and INSET, staff are regularly made aware of the following:

- The principles of the school policy
- Legal responsibilities
- Action defined to resolve and prevent problems
- What sources of support are available
- Educational elements for PSHE lessons to discuss differences between people and the importance of avoiding prejudice
- School disciplinary sanctions, which reflect the seriousness of the incident and convey a deterrent effect
- The risks of cyber-bullying and the manner in which this can manifest itself – through mobile phones and social media. The school advocates for [Smartphone Free Childhood](#) and has a Mobile Phone Policy that encourages this amongst our school body.

In line with KCSIE 2025 - Safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images and/or videos, initiation/hazing type violence and rituals and up-skirting.

All adults who deal with children should ensure that this policy is implemented by taking the following actions:

- Watch for signs of distress in children; they might range from unwillingness to attend school, complaints of headaches or stomach aches, to damaged clothing or bruising.
- Follow up any concerns raised by parents immediately.
- Find time to discuss friendships and how playtime is spent with the pupils.
- Ensure that pupils are aware of the dangers and effects of cyber-bullying and the zero-tolerance response taken by the school to this type of bullying.
- Ensure that children are aware of the need to report all incidents to staff, and in the knowledge that information will be treated with sensitivity and discretion.
- Record and report all incidents of bullying, including cyber-bullying, to the Area Head, DSL and the Head who can evaluate the effectiveness of the approach adopted and enable patterns to be identified.
- If a child is on Report, complete their Report book in all lessons and in the playground.
- Parents of both the perpetrator and the victim will be contacted as soon as the situation is established and both sets of parents will be reminded of the school's Behaviour, Sanctions and Exclusion Policy. Both sets of parents will be supported and helped to deal with the situation.
- The School aims to embed a caring and friendly environment which enables pupils to make informed decisions and choices with friendship and with the hope of treating each other with respect.
- Any instances of bullying must be recorded on CPOMS and reported to a member of the safeguarding team who will decide how best to proceed, with due regard to the School's

Behaviour policy and the sanctions stated therein, which may include exclusion for severe and persistent bullying. When there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, such a bullying incident would be considered a child protection concern, and dealt with according to our Safeguarding Policy and procedures, and with the advice and guidance of the DSL.

- All children should regularly be made aware that we are a **telling and listening** school and that they can tell someone if they are being made unhappy, including through bullying. We hope that they feel that they can go to their form teachers, but they should feel equally able to go to another member of staff (e.g. on duty). The school also encourages Bystanders to report any incidents of bullying to a member of staff.
- **At Greenfield, we emphasise the importance of bystanders in fostering a safe, respectful, and inclusive community. Pupils are encouraged to take an active role in promoting positive behaviour by standing up against bullying, unkindness, or inappropriate actions they may witness. Bystanders are expected to report concerns to a trusted adult and to support their peers in making good choices. We educate pupils about the power of their influence, reminding them that silence can sometimes enable negative behaviour. By empowering bystanders to act responsibly and compassionately, we aim to create a culture where everyone feels valued, supported, and safe. While we understand that some pupils may feel hesitant or unsure about reporting, we provide reassurance that all concerns will be handled sensitively and confidentially. If it becomes apparent that a bystander chose not to report serious incidents, staff will work with the pupil to help them understand the importance of their responsibility and to build their confidence in responding appropriately in the future. Repeated or deliberate failure to report, particularly in cases of bullying or harm, may result in further conversations with parents and the application of appropriate sanctions to ensure accountability and learning.**
- A Risk Assessment of the site has been carried out (see appendix 1). Areas at risk of bullying taking place have been identified and actions taken to mitigate issues.

The Greenfield Way

Pupils and staff at Greenfield follow the Greenfield Way. The pupils are reminded of the way in which members of the school community are expected to behave towards each other.

We use a variety of methods to contribute proactively (rather than just reactively) towards the prevention of bullying, including through our own positive behaviour, promotion of good relationships and vigilance, in assemblies, form periods, house meetings, anti-bullying week and within the curriculum including our Personal, Social, Health and Economic Education programme. The purpose of this is to prevent bullying, rather than focus on past problems and incidents, but it can also serve to prompt children with problems to talk about them.

Continued failure to follow the Greenfield Way will result in the Behaviour, Sanctions and Exclusions Policy stages being implemented.

The Greenfield Way

- Treat others as you would be treated
- Forgive
- Share
- Listen

- Be honest
- Be respectful
- Be kind and helpful
- Do your best to be your best self

Bullying involving Children with Special Educational Needs and Disabilities

Special Educational Needs and Disability (SEND) covers a wide mix of children with a range of physical, learning, behavioural and sensory needs. Research indicates that children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying.

While children with SEND have many skills and talents, they also have a wide range of very different needs. Due to the complexity of these needs, it can be harder for them to learn or access education or build the same friendships and relationships than most children of the same age, leaving them vulnerable to isolation and social exclusion.

What distinguishes bullying involving Special Educational Needs and Disabilities?

- Some children with SEND may not recognise bullying behaviour. They may not realise that they are being bullied, that their own behaviour may be seen by someone else as bullying, or that they are being provocative and therefore inflaming bullying situations.
- Some SEND children may have difficulty remembering things so it may be necessary for staff who either witness or are told about an act of bullying to act very quickly, while the child concerned can still remember what bullying took place.
- It may be harder for SEND pupils to resist bullies as they may already be more isolated, not have many friends and not understand that what is happening is bullying.
- SEND pupils may have specific difficulties telling people about bullying or reporting it. Staff should ensure that they take care check the child's actual understanding. Many children, with Autistic Spectrum Disorders for example, are assumed to understand much more than they do in social situations.

Considerations

SEN and Disability are addressed within the Greenfield Accessibility and Access Plan and the Greenfield Behaviour, Sanctions and Exclusion Policy. The latter provides a consistent ethos and framework that challenges prejudice and sets out agreed standards about behaviour. It is also important to recognise that all children are potentially vulnerable to bullying and that children with SEN and disabilities may be bullied for a range of other reasons.

At Greenfield we recognise that responsive work needs sensitivity and awareness of the strengths of the individual or individuals involved. Knowledge of the child's particular SEND and the impact on their social development is essential. Although no child has the right to disrupt the intellectual, emotional or social development of others, some allowance may be made where a child demonstrates anti-social behaviour but did not intend to bully.

Communication across the Greenfield staff team is essential. Staff are made aware of individuals' needs and the extent to which a child's SEND may lead them to bully others or display disruptive behaviour. Regular staff briefings, section meetings and communications ensure that all staff are fully informed. In turn it is the responsibility of all staff to be alert to changes in children's behaviour and to make sure that they understand the cause, including if it is due to factors not related to the child's SEN or disability.

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The Head of Learning Enrichment (SENCO) plays a particular role in ensuring the well-being of pupils with SEN and disabilities. As well as being champions of inclusion, the Head of Learning Enrichment will work with other staff members to:

- ensure that learners with SEN and disabilities who are bullied receive support and help in preventing and dealing with it.
- monitor the impact of anti-bullying interventions on individual children with SEN and disabilities.
- ensure that children and young people with social and behavioural needs receive appropriate support to prevent bullying behaviour where needed.

Further useful information and support may be found on the Anti-Bullying Alliance website – www.anti-bullyingalliance.org.uk

Further information can be found in the following policies:

- Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- Staff Code of Conduct
- Staff Use of ICT Policy
- Mobile Phone Policy

Signed: _____



Chair of the Board of Governors

Reviewed September 2025

To be reviewed: September 2026

Appendix 1

Anti-Bullying Risk Assessment

Area	Risk	Action
Playground/Field	Children moving between buildings and playground/field	Supervising staff are asked to stand in areas whereby all children can be supervised. The children know where the playground boundaries are. Children are asked to move quickly out to breaktimes and have to ask to go in to the toilet. Staff ensure all children re-enter the school at the end of playtime.
Early Years Playground	Under the climbing equipment.	Within all Early Years areas there is a high staff ratio.
Forest School	Behind trees. Children entering without a staff member present	No children are allowed to use the Forest School unless accompanied by a member of staff. The entrance to the forest school is visible to staff on duty.
Children's Toilets	Staff are not present	Children are aware of the school rules about behaviour in the toilets. Toilets are present in areas whereby staff pass frequently. Children must ask to go to the toilet whilst out at play.
Changing Rooms/Cloak Room Areas	Children changing without permission.	Children are aware that they are not to change without being supervised by a member of staff.
Library (Atrium) and Gallery	Behind or between the bookcases	The atrium is an open space but there are a number of potential blind spots. This is a busy space with staff passing through regularly.
Classrooms (including Sports Hall, Small Hall, Dance Studio etc)	Children entering classrooms without a staff member present	Children are not allowed in classrooms or alike without a member of staff present.
Dining Room	Children entering classrooms without a staff member present	Children are not allowed to enter without staff present. The dining room is well supervised and staff eat their own lunch in the same room.
General	Greenfield is a multicultural, diverse and academically non-selective school and could be susceptible to children not having respect for differences.	At Greenfield we have a robust sanctions policy that allows us to manage bullying effectively. To prevent bullying and develop respect for inclusion we have a broad PSHE curriculum and assembly schedule; we promote British values and the Greenfield Way is displayed across the School as well as in Pupils' Homework Diaries.