

Approval:	Headmaster	Audience:	All stakeholders
Author:	Headmaster	Review Frequency:	2 years
Approval date:	January 2026	Next Review:	January 2028
Linked Policies:		Safeguarding and Child Protection Policy Behaviour and Relationships Policy Acceptable Use of IT Policy Staff Code of Conduct	

Heathfield International School Anti-Bullying Policy

1. Policy Statement

Heathfield International School is committed to providing a safe, respectful and nurturing environment for all students. Guided by our core value of **Kindness**, we expect all members of our community to treat others with dignity and respect. Bullying of any kind is unacceptable and will not be tolerated.

This policy outlines the school's approach to preventing, identifying, and responding to bullying, and reflects the principles of consistent adult behaviour, relational practice, restorative approaches, and the understanding that behaviour is communication.

2. Purpose of the Policy

The purpose of this policy is to:

- Ensure a shared understanding of what constitutes bullying.
- Promote a culture where kindness and positive relationships flourish.
- Provide clear procedures for reporting and responding to bullying.
- Protect and support all students, including those who may be more vulnerable.
- Ensure staff, parents and students understand their roles and responsibilities in preventing bullying.

3. Scope

This policy applies to:

- All students on the school premises or engaged in school-related activities.
- All staff, including teachers, support staff and visiting professionals.
- Online interactions connected to the school community.
- Behaviour that occurs off-site if it impacts the safety or wellbeing of students.

4. Definition of Bullying

Bullying is **intentional, repetitive behaviour** that causes physical or emotional harm and involves a real or perceived power imbalance.

When determining intent and appropriate response, staff will consider a student's developmental stage, communication abilities, and neurodiversity. A lack of social understanding does not remove the need to address harm, but responses may focus more on teaching, coaching, and support rather than sanction.

Bullying may include, but is not limited to:

4.1 Physical Bullying

Hitting, pushing, kicking, unwanted physical contact, or damaging belongings.

4.2 Verbal Bullying

Name-calling, mocking, threats, insults or discriminatory language.

4.3 Social or Relational Bullying

Exclusion, spreading rumours, intimidation, manipulation or encouraging others to isolate someone.

4.4 Cyberbullying

Harmful behaviour conducted through digital platforms, including social media, messaging apps, emails or online gaming.

4.5 Prejudicial Bullying

Bullying based on perceived differences such as nationality, appearance, culture, religion, gender, sexuality, disability or socio-economic status.

One-off incidents, while unacceptable, are not classified as bullying but will be addressed in line with our Behaviour and Relationships Policy.

5. Signs of bullying

Physical signs of bullying will be more obvious to assess. However, emotional or psychological harm may not always be visible and can include changes in mood, behaviour, engagement, or physical wellbeing. Possible signs may include:

- Anxiety or fearfulness
- Social withdrawal or isolation
- Frequent visits to the nurse / stomach aches / headaches
- Masking distress through compliance or people-pleasing
- Drop in participation or academic engagement

6. Prevention of Bullying

We focus on building a positive, preventative culture grounded in our value of kindness.

6.1 Positive Behaviour and Culture

- Staff model calm, respectful and consistent behaviour.
- Students are explicitly taught empathy, inclusion and respectful communication.
- Whole-school initiatives promote kindness and positive relationships.

6.2 The Iceberg Analogy

We recognise that behaviour is often driven by underlying needs. Staff are trained to identify and respond to the “below the surface” causes of behaviour, helping to prevent issues from escalating.

6.3 Curriculum and Co-Curricular Provision

Anti-bullying themes are included in:

- PSHE and pastoral curriculum
- Assemblies and tutor sessions
- Digital citizenship training

- Leadership and coaching programmes

6.4 Supervision and Environment

- High staff presence in corridors, playgrounds and shared areas.
- Structured and supervised breaktimes.
- Clear routines and expectations in all learning spaces.

6.5 Student Leadership

Opportunities such as prefects, well-being ambassadors and student council support a culture of respect and responsibility.

7. Reporting Bullying

Bullying concerns can be reported by students, staff or parents through:

- Speaking to a trusted adult (teacher, form tutor, safeguarding team).
- Email
- In person to the leadership team.

All concerns are taken seriously and will be handled with discretion and care.

8. Responding to Bullying

8.1 Immediate Actions

- Ensure the safety of the student.
- Record the concern promptly see appendix 1 and 2)
- Begin initial fact-finding in a calm, non-judgemental manner.
- Staff must consider whether the incident meets safeguarding thresholds and requires immediate referral to the DSL.

8.2 Investigation

- Interviews may be conducted with all parties involved.
- CCTV footage may be reviewed where appropriate.
- Parents or carers will be informed at an early stage if bullying is suspected.

8.3 Outcomes and Follow-Up

When bullying is confirmed, the school will take appropriate action which may include:

- Restorative conversations facilitated by trained staff.
- Mediation or structured apology.
- Behaviour support or coaching.
- Pastoral or counselling interventions.
- Consequences in line with the Behaviour Policy.
- Ongoing monitoring and follow-up meetings.

Our aim is to **restore relationships, support behaviour change and ensure safety**, while applying consistent and fair boundaries.

9. Restorative Practice

Restorative approaches are a core part of our behaviour philosophy. These allow all parties to:

- Share their experience and perspective respectfully.
- Understand the impact of their actions.
- Take responsibility where appropriate.
- Agree steps to repair harm and rebuild trust.

A restorative conversation framework or form may be used to support this process.

10. Support for Students

10.1 Students Targeted by Bullying

Support may include:

- Regular check-ins with a named staff member.
- Pastoral or counselling support.
- Safety plans or adjustments as needed.
- Opportunities to rebuild confidence and friendships.

10.2 Students Displaying Bullying Behaviour

Support may include:

- Reflection and coaching using the iceberg model.
- Guidance on empathy, kindness and behaviour expectations.
- Behaviour monitoring and follow-up meetings.
- Appropriate consequences and support to change behaviour.

11. Roles and Responsibilities

11.1 Staff

- Model kindness and respect.
- Intervene promptly and appropriately.
- Record and report concerns accurately.
- Engage in training and professional development.
- Work collaboratively with colleagues, parents and students.

11.2 Senior Leadership Team

- Ensure consistent implementation of the policy.

- Oversee investigations and monitor patterns of behaviour.
- Provide staff training and guidance.
- Review policy effectiveness.

11.3 Parents and Carers

- Encourage respectful behaviour and open communication.
- Support the school's approach to resolving concerns.
- Report any concerns promptly.

11.4 Students

- Demonstrate kindness and respect at all times.
- Report concerns for themselves or others.
- Include and support one another in the community.

12 Monitoring and Review

- The policy will be reviewed every two years or earlier if required.
- Behaviour and bullying data will be monitored to identify trends.
- Feedback from students, parents and staff will inform future improvements.

Appendix 1: Bullying Incident Report Form

Student Name:		Class:	
Date:		Location:	
Time:		Reporter:	

Form of bullying used (please highlight):

Physical aggression	Damaging or taking possessions	Deliberately excluding
Verbal threats	Name calling and teasing	Spreading rumours
Cyber-bullying	Extortion	Other (give details)

Incident related to (please highlight):

Race/Nationality	SEN/Disabilities	Sexual orientation
Appearance or health condition	Age	Religion/culture
Gender	Socio-economic status	Other (give details)

Frequency (please highlight):

Once or twice	Several times a week
Persisting for more than a month	Persisting for more than a year

Other notes:

Does the incident involve the same person? When is the bullying taking place? Where?

Details of action agreed by everyone:

Agreed by:

Appendix 2: Checklist:

Have the parents been notified		Are notes and comments attached and added to CPOMS	
Have individual discussions been held with all?		Has a follow up date been set?	
Has a group discussion with all involved been held?		Is a Risk Assessment needed and completed?	
Have actions been agreed with the victim?		Has the matter been reported to the Headmaster?	
Have actions been agreed with the perpetrator?		Is a referral to any other agency required (inc. in house counsellor)	

Follow up review:

Completed by:		Checked by:	
Date:		Date:	