



Anti-bullying Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was reviewed and agreed by the Governing Body in *July 2026*

It is due for review in *July 2028* (up to 12 months from the below date).

Head Teacher		July 2026
Chair of Governors		July 2026

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Anti-Bullying Policy Statement

1.1 This policy does not stand in isolation, and must be read in conjunction with the safeguarding policy and behaviour policy.

1.2 Leamore Primary School aims to look after the welfare of all children who attend the school by providing a safe, secure, caring and supportive environment for everyone. We aim for a school environment where children look forward to attending school and are able to learn without fear of being bullied, by promoting mutual respect between all members of the school community, and modelling and rewarding positive behaviour.

1.3 Bullying of any kind is unacceptable at Leamore Primary School and will not be tolerated. Any incidents will be dealt with promptly and effectively.

1.4 This policy aims to create an ethos aiming to eradicate bullying at Leamore Primary School, and to outline individual responsibilities in order to produce a consistent response to any bullying incidents.

What is bullying?

2.1 There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation.

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. (Preventing and Tackling Bullying, July 2017)

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).
- sexting

(gov.uk)

2.2 Cyber Bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. Leamore Primary School commit to

(Preventing and Tackling Bullying, July 2017)

2.2 Bullying is any persistent behaviour over time that is intended to cause distress to another person. There may or may not be a real or perceived power imbalance between the perpetrator and victim of bullying.

2.3 We must also be alert to how single incidents of hurtful behaviour can still leave the targeted child fearful of repetition, and should always be addressed swiftly.

2.4 Bullying can include:

- Name-calling, taunting, tormenting, mocking, persistent teasing, making offensive comments and humiliation
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Physical assaults, including kicking, hitting, pushing, pinching and threats of violence
- Stealing belongings
- Cyberbullying, including sending inappropriate, offensive or degrading text messages, emails or messages on social media websites, and setting up websites designed to embarrass or upset individuals.
- Sexting.
- Racist bullying, including racist taunts, gestures and graffiti
- Sexual bullying, including unwanted physical contact and sexual comments

- Homophobic bullying, including hostile or offensive language or action towards homosexual, bisexual or transgender individuals, or individuals perceived to be part of these groups
- Discrimination on the basis of disability, including any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

2.5 Anyone can be a victim of bullying, but staff must be extremely vigilant of our vulnerable children being targeted. Vulnerable children include:

- Looked after children
- Transient pupils
- Pupils with Special Educational Needs or other disabilities
- Pupils who need support to learn English as an additional language
- Gifted and talented pupils
- Disaffected pupils
- Children living in poverty
- Travellers
- Refugees and asylum seekers
- Black and ethnic minority pupils
- Infrequent attendees
- Pupils excluded from school or at risk of exclusion
- Pupils affected by mental health issues
- Young Carers

Strategies to prevent bullying at Leamore Primary School

- Staff vigilance
- Prevention
- Early-Intervention
- Completion of “Bullying Incidents Reporting Forms”
- Playground buddies patrol the playground and look out for any child who doesn’t appear to have anyone to play with
- Lunch time clubs, for example sports activities and computer club
- Key Stage 1 friendship group
- Online worry box
- In school post boxes
- Childline posters displayed around the school
- E-safety activities for Internet Safety Day
- Anti-bullying activities during Anti-bullying week
- Opportunities within the curriculum, for example in PSHE, to raise pupils’ awareness of bullying.
- Involving parents by discussion of zero tolerance to bullying and making reporting procedures clear should they need to use them.
- Staff training

Signs and effects of bullying

4.1 Pupils who are being bullied may show changes in behaviour, such as:

- Becoming withdrawn, shy, anxious and nervous
- Becoming aggressive, disruptive or unreasonable
- Reduction in self-confidence
- Pretending to be poorly to avoid attending school or to go home early
- Wanting to be in the company of adults rather than going out to play at break and lunch times
- Changes in work ability and lacking concentration
- Starting to stammer
- Possessions go missing or are damaged
- Starting to bully other children or their siblings
- Having unexplained injuries, such as cuts and bruises
- Stops eating

These can also be signs of other issues, and any differences in a child's behaviour must also be considered in line with Leamore Primary School's safeguarding policy.

4.2 It is crucial that we deal with bullying effectively due to the significant nature of the effects of bullying. Persistent bullying can result in:

- Depression
- Low self-esteem
- Poor academic achievement
- Isolation
- Threatened or attempted suicide
- Running away

Why do bullies bully?

5.1 Children bully for various reasons. It can be as a result of a child experiencing stress or trauma in their own life. It can also be learnt behaviour, something they have witnessed at home or elsewhere. The following are a few reasons why bullies bully, but there are many more:

- They are insecure and have low self-esteem
- They have experienced stress / trauma
- To feel powerful
- They feel inferior to others (jealousy)
- To feel better about themselves
- They experience little control over other aspects of their life and seek to control the situation
- They want something, for example attention, friends or an object the victim has
- To impress others in an attempt to 'fit in'

- Peer pressure
- They are being bullied themselves

There is no such thing as a typical bully, they can be male or female, and come in different shapes and sizes, and from various backgrounds.

Staff responsibilities, record keeping and monitoring

6.1 Pupils reporting being the victim of bullying will be supported by staff:

- Offering an immediate opportunity to discuss the experience
- Reassuring the pupil
- Record the victim's account and share with the DSL and DDSL
- Ensure the victim knows that what has happened to them is not a reflection of who they are but is an issue that the bully has
- Where appropriate hold restorative conversations
- Offering continuous support (a safe space for the victim to speak to a member of staff, daily check in's, signposting to more specialist support where necessary)
- Attempting to restore self-esteem and confidence
- Informing parents or carers and have ongoing contact with them for as long as is deemed necessary

6.2 Pupils responsible for bullying will be supported by:

- Discussing what has happened
- Exploring why they behaved in this way
- Involve them in restorative conversations with the victim and use restorative practice to inform interventions (what would help the victim to feel better?)
- Provide support to meet their emotional well-being needs and signpost/ refer to more specialised agencies where necessary
- Establishing the wrong doing, and acknowledging a need to change
- Informing parents or carers to reinforce messages and continue communication / offer support where necessary.

6.3 The appropriate disciplinary action will be taken in line with the school's behaviour policy. If an incident is very severe, consideration will be given to police involvement where appropriate.

6.4 Any reported incidents of bullying should be recorded on the Child Protection Online Monitoring Software, under the category of bullying. Alerts should be sent to Lisa Francis, Designated Person for Child Protection, or Sally Hanson, Deputy Designated Person for Child Protection. These will allow monitoring of the handling of bullying investigations, and provide a method of gathering intelligence around bullying, to allow preventative work to take place in the case of a pattern emerging.

School Ethos

7.1 Leamore Primary School aims for all children to feel they can report bullying, whether they are the victim, bully or a bystander, knowing that they will be listened to, and the situation will be dealt with effectively.

7.2 All staff should use opportunities to explain to children what the school's policy is with regards to bullying, and what they should do if they feel they are being targeted. In line with the Equality Act 2010 to ensure that all pupils are protected from bullying and treated the same, including having the same response to each, to show our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children, including disabled children, children with SEN, those who are or perceived to be LGBT, targeted at race, religion, sexist or sexual bullying.

7.3 As a school, we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

7.4 Parents will be updated regularly when bullying is being investigated.

What should I do if I'm being bullied?

- You can tell someone you trust
- You can tell your parents, carers or another family member
- You can tell any adults at school
- You can send a message to school using the online worry box on the school website

Whatever you do, don't suffer in silence. We are here to help you.

What should I do if I suspect my child is being bullied?

9.1 If you suspect your child is being bullied, please inform a member of school staff at your earliest opportunity, so that we can investigate the matter and take appropriate action. Please remember that if you didn't realise that your child was being bullied, then the school may not have realised either.

9.2 It is important not to take the matter into your own hands and to confront the bully's parents, especially if you are angry and do not know them well. This can lead to serious arguments which can quickly escalate.

9.3 Bullying is a shared problem, and staff and parents will need to work together in partnership to resolve incidents.

Racist bullying

10.1 Racist incidents are any incidents which are perceived to be racist by the victim or any other person.

10.2 Any Racist incidents will be dealt with as a Safeguarding concern, it will be taken seriously and dealt with appropriately.

Further information

11.1 Further information about bullying can be found on the following websites:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
(Updated 2017)

www.childline.org.uk

<http://www.nspcc.org.uk/>

<http://www.thinkuknow.co.uk/>

www.bullying.co.uk

www.kidscape.org.uk

<http://antibullying.net/>

<http://www.anti-bullyingalliance.org.uk/>

<http://www.chatdanger.com/>

11.2 The UKCCIS Education Group has produced advice for schools and colleges on responding to incidents of 'sexting.' The advice aims to support them in tackling the range of issues which these incidents present including responding to disclosures, handling devices and imagery, risk assessing situations and involving other agencies. The advice also contains information about preventative education, working with parents and reporting imagery to providers. This advice is non-statutory and should be read alongside the Department for Education's [Keeping Children Safe in Education](#) statutory guidance and non-statutory [Searching, Screening and Confiscation advice](#) for schools. All members of the Senior Leadership Team have been provided with a copy of this guidance and will refer to this guidance in order to support our pupils appropriately.