

LEAFIELD C of E PRIMARY SCHOOL

Anti Bullying Policy

(see also Behaviour Policy)

Adopted by school:	Leaffield
Date:	17th September 2026



VISION

Our Vision is to develop young people with compassion for others, healthy enquiring minds and confidence in their own worth.

WHAT IS BULLYING

At Leafield, bullying is defined as: 'purposeful and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation'

"repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop.
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.
- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation

- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

These incidents may be termed relational conflict and will be dealt with in line with the Behaviour for Learning Policy and recorded in case they develop into bullying.

AIMS

We acknowledge that bullying may happen from time to time in our school; it would be unrealistic to claim that it does not. However, it is our aim to:

- ensure that all children and adults have a common understanding of what bullying is.
- reduce all forms of bullying.
- communicate clearly to children and parents the strong response to such events in our school.
- stress that the whole school community acts together on this issue.
- continually work to maintain a warm and harmonious atmosphere within our school.

At Leafield:

- all allegations of bullying will be carefully investigated,
- pupils, parents and staff will be encouraged to talk openly about the issue,
- as part of the curriculum, greater understanding of bullying in all its forms will be developed,
- pupils will be taught strategies to help them deal with bullying situations which they may encounter,
- staff will respond calmly and consistently to allegations or incidents of bullying,
- staff will protect and support all parties during school time, extra-curricular activities and on the school premises whilst issues are resolved.

HOW TO REPORT BULLYING

Allegations of bullying can be reported by anyone.

Pupils can report bullying by:

- Speaking to their class teacher
- Speaking to any trusted member of staff
- Informing a teaching assistant, lunchtime supervisor or school leader
- Asking a parent or carer to contact the school on their behalf

Parents and Carers can report bullying by:

- Contacting their child's class teacher
- Contacting a member of the Senior Leadership Team
- Emailing or telephoning the school office
- Requesting a meeting with school staff

Staff Responsibilities

Any member of staff who receives a report of bullying must:

- Take the concern seriously
- Listen carefully and reassure the pupil
- Record the concern promptly
- Inform the class teacher and a member of the Senior Leadership Team
- Follow safeguarding procedures if there are any concerns about a child's welfare

HOW SPECIFIC ALLEGATIONS OF BULLYING WILL BE RESPONDED TO

Children at Leafield know whom they can talk to. In the first instance this will usually be their class teacher, but it could also be:

- the headteacher
- another teacher known to them.
 - a teaching assistant
 - lunchtime supervisor

The children are given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible, including recording on CPOMS.

The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

If there is no improvement, or further bullying occurs, the parents of the bullying child are contacted in order to come into school to discuss the problem and to make clear that a zero-tolerance policy is being adhered to.

If further bullying takes place, it will be dealt with in the same way as other unacceptable behaviours listed within the school's behaviour policy.

As a result of the discussion clear expectations are laid down as to:

- expected behaviour and attitudes.
- strategies to support the bullied child, including who they can turn to and when
- **the arrangements** for beginning/ending lessons, lunchtimes, starting and ending of the day

Individual circumstances will determine the precise arrangements to be made.

Support is given to the **perpetrator** to raise their self-esteem and develop appropriate social skills e.g. alternative provision at lunch time for a given period to ensure they do not pose a threat.

RECORDING

Bullying is recorded at all stages, together with the action taken and held on CPOMS and transferred with the child from class to class. This may also be transferred at transition to the next phase of the child's education.

STRATEGIES to support those bullied and bullying

The following strategies are in place to support children and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE!
- A "safe place" can be made available, e.g. a classroom, the library, or an office
- The opportunity to meet with the person bullying meeting, if appropriate

The following strategies are in place to support and work with children who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the child became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE!
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
- The opportunity to meet with the person bullied for a meeting if appropriate

Some or all of these strategies may also be used to support witnesses/bystanders of bullying or pupils reporting bullying who are not directly involved.

STRATEGIES TO MINIMISE BULLYING

In order to minimise bullying at Leafield:

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Wellbeing Peer Mentors – peer-mentoring scheme
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHCE and R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / Lego therapy / counselling for identified students
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our and after-school clubs)
- All staff model expected behaviour

ROLES AND RESPONSIBILITIES

- All staff have a responsibility for implementing this policy and dealing appropriately with incidents that are brought to their attention.
- The Headteacher manages bullying in the school by providing support for staff, guidance on curriculum development, ensuring bullying is a taught element of the school's work and ensuring appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

ENTITLEMENT AND INCLUSION

All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extra-curricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

If a parent/carers is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

LINKS TO OTHER POLICIES

Policy	How it may link
Dealing with allegations policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response