



The Leys Primary & Nursery School
Learning TodayLeading Tomorrow

Anti-Bullying Policy 2026-2027

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Our vision is that ALL children are safe, happy and healthy.

Our core aims are to accelerate progress, enrich wellbeing and promote partnerships.

Our school values are respect, equality, friendship, excellence, courage, determination and inspiration.

Our school motto is 'Friendship and Learning',

Our key behaviour expectations are for children to be **safe, respectful and ready to learn.**

Bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power." (Anti-bullying Alliance)

At the Leys Primary school we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens.

We have a zero tolerance policy to bullying and we will deal with it effectively.

Building positive relationships



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At The Leys School we aim to enable children to form and maintain positive relationships with each other. We take time to help the children to think about their emotions and behaviour. We do this through:

- Class time - children are able to discuss any problems that have arisen.
- Focus days/weeks - teachers set work to raise awareness of bullying, wellbeing and internet safety.
- Assemblies - themes cover school and British values, protected characteristics and equality.
- PSHE lessons using 1 Decision - helps children to know how to keep themselves safe through recognising their own feelings and identifying key people who can help them if they are being bullied.
- Solution focused and restorative approaches to conflict.
- Social skills groups - builds confidence and teaching skills to make and maintain friendships.
- Teach the statutory requirements of Relationships and Sex Education (SRE).
- Peer mentors and Sports Ambassadors - Trained by the school to provide positive support for their peers at lunchtime.
- Wellbeing Champions - Trained by MH leaders to support children in their class.
- Sports and house activities, for example Sports Day.
- Pupil Parliament groups from Year 1-6 every term.

(Please also see Behaviour and Relationships and Sex Education Policy)

A Nurturing School - Preventing Bullying

All stakeholders will promote the anti-bullying ethos of the school among the children through:



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- Providing good role models
- Promoting positive behaviour and teaching children to accept differences (see Behaviour and Equality Policy)
- Carrying out procedures in this policy and making it clear we take a firm stance on Bullying
- British Values, PSHE and RSE Lessons
- Encouraging children to reflect on their behaviour, to teach about the brain and strategies to help them self-regulate
- Completing an annual Anti-bullying survey and acting on any issues raised

Our commitment is to provide a safe and secure environment where all children can learn without anxiety and have the support needed to succeed and flourish. However, we recognise that some groups of children are more vulnerable than others. Our Equality plans demonstrate our commitment to the Equality Act 2010.

The Duty has three aims. It requires public bodies to have due regard to the need to:

eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.

advance equality of opportunity between people who share a protected characteristic and people who do not share it.



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foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics include: Age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation.

Although we are working towards equality within our school, we accept that giving all children the same is not always appropriate, so we focus on equity. Meaning that we give individual children what adjustments, support and equipment they need to succeed. For example, some children need glasses, but they are not needed or required by all.

When things go wrong

As a school, we recognise that alongside learning academic subjects children are also learning social skills and how to interact with one another, for example taking turns and sharing equipment. We understand that things will occasionally go wrong, and children will make poor choices. We follow a very clear procedure for when this occurs. Please see our Behaviour Policy for further information. If parents/carers feel that issues are not being dealt with robustly they need to speak to the Head/Deputy Headteacher or refer to the School Complaints Policy for procedures to resolve concerns.

What would not be described as bullying?



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Falling out - Children may have had an argument or disagreement which has resulted in one or both sides no longer being friendly towards the other.

Conflict - Disputes involving 'tit for tat' unkind or hurtful behaviour.

Hurtful incident - An isolated act of unkind behaviour.

What is bullying?

"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."

(DfE Preventing and tackling bullying: July 2017)

Ways Bullying can present itself

PHYSICAL	EMOTIONAL	PREJUDICIAL - RACE, RELIGION, NATIONALITY	CYBER-BULLYING <i>including the use of AI and deep fakes</i>
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VERBAL	HOMOPHOBIC	RELATIONAL AGGRESSION	
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The Responsibility of the School

Current guidelines outline it is the responsibility of the school to tackle incidents of bullying both on site and off the premises.

"Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest."

(DfE Preventing and tackling bullying: July 2017)

Responsibility for Anti-bullying lies within the whole community.

GOVERNORS Responsible for strategic review of effectiveness of policy and practice
SENIOR LEADERSHIP Responsible for managing and leading on the safety and welfare of all pupils and staff



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• Headteacher • Deputy Headteacher • Assistant Headteachers • School Business Manager • SENCo
WELFARE TEAM Responsible for the monitoring of pupil wellbeing, behaviour, safety and welfare of vulnerable pupils • Headteacher (Lead DSL) • Deputy Headteacher (DSL/Mental Health Lead) • SEND Leader (DSL) • Family Worker (DSL/Mental Health Lead) • Wellbeing TA
TEACHING STAFF Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class. Responsible for the teaching of Personal Social Health Education and RSE
SUPPORT STAFF Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class and on the playground.
CHILDREN Responsible for getting involved in their own personal development, following and reviewing school rules, values and expectations.
PARENTS/CARERS Responsible for working closely with the staff and children to secure positive outcomes for all.

Gathering Information



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Classroom staff will use class discussions to work through differences between pupils, and develop oracy and empathy. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the School Family Worker or our Emotional Literacy Support Assistant (ELSA).

Lunchtime mealtime supervisors will record any notable incidents that occur at lunchtime that need monitoring. More serious incidents are immediately reported to the Senior Leader on duty, who will respond and deal with the situation as appropriate. All staff will record incidents onto our online record keeping (CPOMS) as appropriate. The welfare team monitors and tracks such incidents looking for patterns of behaviour, which may be a cause for concern.

Signs that bullying may be occurring

<i>The child who is being bullied</i>	<i>The child that is deemed as the bully</i>
PHYSICAL	PHYSICAL
Unexplained injuries such as bruises, cuts, scratches, sprains or torn clothing; Unexplained loss or damage to personal belongings or money;	Showing aggressiveness towards other children, parents and teachers; Evidence that they have been involved in a fight or picking on weaker students;



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Pattern of frequent minor illnesses, headaches, stomach aches; Not eating or being obsessive about appearance; Obsession about cleanliness; Speech impediments such as stuttering or stammering; Asking for extra money or stealing money, sweets, food (to give to a bully); Regressive behaviour such as bedwetting; Artwork expressing inner turmoil.	Displaying deliberately robust behaviour such as extremely hard tackling in sports, tripping people or causing injuries; Being involved in vandalism, anti-social behaviour or being in trouble with the police; Belonging to an aggressive group and spending little time at home; Having money or possessions they can't account for.
EMOTIONAL	EMOTIONAL
Avoiding friends and/or other children; Uncharacteristic outbursts of anger or bullying of siblings; Becoming "clingy" and seeking attention; Reluctance or refusal to discuss the problem and lying to parents; Changes in sleep or eating patterns (unable to sleep, nightmares, lack of appetite or throwing up);	Overreacting to criticism and a tendency to believe others are hostile towards them; Enjoying the suffering of others and needing to dominate; Disrespectful attitude towards others including the elderly; Unwilling to share or include others; Cruelty to animals;



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Marked changes in attitude, dress or habits; Becoming withdrawn or moody; Dropping usual hobbies or interests; Loss of confidence, self-esteem & excessive sensitivity to criticism; Excessive tearfulness or crying to sleep; Wanting to be alone; Implied or overt threats of suicide. Disability	Lack of genuine friendships or having ones based on fear Short temper and violent outbursts;
CYBERBULLYING	CYBERBULLY
Being upset after using the internet or their mobile phone; Unwilling to talk or be secretive about their online activities and mobile phone use. Spending much more or much less time texting, gaming or using social media. Many new phone numbers, texts or email addresses show up on their mobile phone, laptop or tablet.	Sending unkind, inappropriate or unacceptable messages or photos online through text, social media, instant messaging apps etc Enjoying the suffering of others and needing to dominate but may prefer to be anonymous. Disrespectful attitude towards others Lacking understanding how quickly the message/photo can be shared locally and worldwide.



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After texting or being online they may seem withdrawn, upset or outraged. Not wanting to go to school and/or avoiding meeting friends and school mates. Avoiding formerly enjoyable social situations. Difficulty sleeping. Low self-esteem.	Lacking empathy for the impact of the text or photo on the person involved. Knowledge and ability online, easily led or influenced by peers.
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Cyber-bullying

If any member of the school community is aware of, or suspects a child or young person is being harassed or bullied using technology (including AI), they will request that the child gives details and prints or screen shots any evidence. Any disclosure must be fully investigated according to school procedures and then recorded on our online reporting system. Parents will be informed and involved in outcomes for all pupils involved. Parents will be advised about how to help their children stay safe online as part of the process. Cyberbullying will be part of the professional development we offer all staff on Bullying. (See

<https://www.childnet.com/resources/cyberbullying-guidance-for->



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[schools/](#)for further information about responses and support for children around Cyberbullying.)

Reporting Bullying

Concerns about bullying can be reported by:

- a pupil to any member of staff or confidentially through a Worry Box which are in every classroom, and checked regularly by the staff. The teacher will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.
- a member of their family who should contact the class teacher or senior leader immediately. The member of staff will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.
- a trusted friend who can approach a member of staff.

The member of staff will immediately report it to their team leader and log the event on CPOMS. This is to be logged on to CPOMS under the 'Allegation of bullying' option.

Responding to Bullying

Step 1:



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Alleged cases of bullying should be reported to a member of SLT. The class teacher or a senior leader will investigate to establish the facts and build an accurate picture of events over time and so determine if bullying is occurring.

Step 2:

As a result of the investigation, if bullying is occurring the Headteacher or Deputy Headteacher will take a restorative approach and take into consideration the needs of the children involved. They will meet/discuss on the phone with pupils and their parents, and both parties will be clear that such behaviour is unacceptable. If appropriate, the school's Family Support Worker may support a child individually or in a group on an ongoing basis and the children's behaviour will be monitored by the Welfare team in their weekly meeting, until satisfied that there are no ongoing concerns. In this instance the incident category will be changed to 'Bullying' on CPOMS.

Step 3:

In the case of more complex or more persistent bullying, both sets of parents will be invited into school separately to discuss the situation with the team leader, Headteacher or Deputy headteacher. The children will



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be monitored regularly by staff and the Headteacher or Deputy Headteacher will take appropriate action. Older children will be required to complete reflections, restorative work and/or educational or protective consequences in school, such as ensuring children are kept apart during lunch breaks for a period of time. These tasks aim to help those being bullied and encourage reflection and empathy from the perpetrator/s. These may occur during lunchtimes or as part of an internal suspension. The Family Worker/SENCo will carry out follow up work with the pupils. Follow-up reviews will be carried out by the Family Worker until the teacher/s and children are confident that the bullying is no longer occurring and all parties involved are happy the situation has been resolved. If appropriate, pupils may be referred to outside agencies, such as the Mental Health Worker, for counselling or to CAMHS for ongoing support.

Step 4:

If bullying is still found to be occurring then the Headteacher will meet again with the child/ren and parents involved. It is likely that further sanctions will be called upon and staff will seek support from outside agencies, including Safeguarding agencies regarding child on child abuse (see Child Protection Policy). Suspensions or exclusion may be used as a formal consequence in such cases.