

<b>Policy title</b>	Preventing Bullying Policy
<b>Written by</b>	Vice Principal
<b>Policy owner</b>	Principal

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## 1. Introduction

1.1 Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood.

1.2 Pupils who are bullying need to learn different ways of behaving.

1.3 We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity. We reinforce this through the celebration of our academy qualities including Respect Ranger and Unique Octo.

1.4 We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents, when they do arise, are dealt with promptly and effectively.

1.5 We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Lindfield Primary Academy's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

1.6 The academy has a responsibility to respond promptly and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection case.

## 2. Aims and objectives

2.1 The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents (logged and tracked on CPOMs);
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.

2.2 By creating this framework our objective is to tackle and prevent bullying.

### 3. Definitions

- 3.1 The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.
- 3.2 Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.
- 3.3 Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.
- 3.4 Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.
- 3.5 Bullying is therefore:
- Deliberately hurtful;
  - Repeated, often over a period of time;
  - Difficult for victims to defend themselves against.
- 3.6 It can take many forms but the main types are:
- Physical - hitting, kicking, and taking another's belongings;
  - Verbal - name calling, insulting, making offensive remarks;
  - Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
  - Cyber – name calling, insulting others, spreading rumours or images.
  - Psychological bullying - defined as any kind of intentional and purposeful mental abuse.
- 3.7 Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:
- Racial harassment and racist bullying;
  - Sexual and gender-based bullying;
  - The use of homophobic language including biphobic and transphobic references, including deadnaming;
  - Bullying of students who have special educational needs or disabilities.

3.8 Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

## 4. Preventing bullying

### 4.1 Strategies employed with our pupils

We have a creative approach towards promoting anti-bullying in our school through assemblies, themed weeks, PSHE lessons and displays. We follow the Jigsaw Curriculum units but also discuss friendship issues and tackle worries that arise in the playground. Through PSHE lessons and themed weeks we promote equality and ensure prejudice is challenged and differences are celebrated. The demonstration of our qualities are regularly celebrated with our pupils, in particular Respect Ranger and Unique Octo. Our aim is to create a climate where it is accepted that, because bullying is wrong, it is 'OK' to tell. We promote awareness of the impact that bullying can have on children's behaviour.

### 4.2 Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images, including 'deepfakes'
- Exclusion
- 'Trolling'
- Threats and manipulation
- Stalking

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the academy systems;
  - Identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
  - Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply;
  - Providing advice on blocking or removing people from contact lists;
  - Helping those involved to think carefully about what private information they may have in the public domain

4.2.1 We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour. Each year children are taught the internet safety unit of work, parent meetings are offered regularly and there will be internet safety items in newsletters.

### **4.3 Strategies employed with our staff**

- Behaviour Incidents and Alleged Bullying Incidents are recorded on CPOMs. All new staff are trained on how to record incidents and the recording of incidents on CPOMS in meetings.
- Staff are given annual reminders of the signs and actions involved in child on child abuse, including bullying, in Safeguarding Training. This is refreshed as part of a standing Safeguarding item on PDM agendas.

- Where incidents of bullying are reported, staff talk this through with a member of SLT before recording on CPOMS so that the right course of action can be agreed through coaching, guidance and support.

#### **4.4 Strategies employed with our parents**

- 4.4.1 Parents have a responsibility to support the academy's Preventing Bullying policy and to actively encourage their child to be a positive member of the academy community.
- 4.4.2 As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying.

#### **Signs of Bullying:**

Bullying can bring about changes in children's behaviour. Signs such as these may indicate that a child is being bullied. The child may:

- Be unwilling to go to school
- Be frightened of the journey to / from school
- Not want to be in school
- Feel ill in the mornings
- Begin to underachieve
- Be unhappy or withdrawn
- Be aggressive or unreasonable
- Have possessions go 'missing'
- Bully other children or siblings
- Have nightmares or cry themselves to sleep
- Not want to talk about their problems
- Give excuses to explain any of these things

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/workshops and regular newsletter articles.

### **5. Reporting bullying incidents**

Our aim is to create a climate where it is accepted that, because bullying is wrong, it is 'OK' to tell an adult. We use the Zones of Regulation to discuss how children feel throughout the day, enabling children to reflect on and manage their emotions.

Positive relationships between children and adults are in place so that children can speak to their teachers regarding issues that may arise. Worry boxes act as an additional offer of sharing concerns should a child/children not feel able to verbalise what is happening. If concerns are raised at home, parents can contact the class teacher or member of the Senior Leadership Team via the office regarding any issues.

### **6. Investigating bullying incidents**

- 6.1 It is important to mention that the academy will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours. We will investigate incidents thoroughly by:

- Speaking to the child who is affected by bullying
- Speaking to the child who has been carrying out the behaviour
- Speak to any other children who were part of the issue or who witnessed the incidents
- Speak to both sets of parents/carers regarding the issues raised
- Plan put in place to support which may involve monitoring, Think Sheets or reflection on incidents, as well as Learning Mentor support.

## **7. Responding to a bullying incident**

### **7.1 Supporting the child who has been bullied**

- Child will be listened to regarding incidents and all incidents reported will be investigated
- Period of monitoring will be put in place with regular opportunity for the child to register their concerns
- The child needs to be part of the solution. How can we change behaviours? We wish to create a climate where, with support, the child carrying out the bullying behaviour and child being bullied can meet to discuss the incidents involved. Our aim is to empower young people to take ownership in being instigators of positive social change.
- Repairing of self-esteem may need to be part of our approach
- Named buddies who can support the child who has been bullied could be put in place or a wider circle of friends could be encouraged
- It is important that through termly behaviour analysis and regular check-ins with the class teacher that the impact of measures in place are reviewed

### **7.2 Supporting the child using the bullying behaviours**

Children need to know that bullying behaviours are unacceptable and, therefore, it is important that the child using bullying behaviours is given the opportunity to reflect on their behaviour choices.

Comic strip conversations may be used to unpick incidents so that children can empathise with how the other child may be feeling.

When unpicking bullying incidents, it is important to recognise that there are often two sides to a situation as this will enable an effective resolution to be reached. It is important that the child understands how they will be supported in changing their behaviour towards others.

### **7.3 Sanctions**

Whilst promoting a positive ethos, we recognise the need for an effective series of strategies and sanctions that identify, and deal with, bullying behaviour. Sanctions may be employed immediately after an incident, but in other cases an investigation will precede the implementation of sanctions. Our guidelines when sanctioning children are:

- To remind children of appropriate behaviour at the earliest opportunity
- Admonishment is in a spirit of disappointment, rather than anger
- Provide an opportunity for reflection and discussion (Think Sheet)
- Appropriate sanction is sought, e.g. redress the situation, miss playtimes, visit to the Principal or Vice Principal (see Good Behaviour Code)
- Parents/carers are kept informed

## **8. Bullying outside of academy premises**

- 8.1 Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.
- 8.2 The bullying may be done by students from our own Academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the Academy premises we will, as appropriate:
- Talk to students about how to avoid or handle bullying outside of the Academy;
  - Talk to the Principal of another school whose students are bullying;
  - Talk to the transport company about bullying on buses;
  - Use community links to set up restorative meetings;
  - Talk to the police and community team to gain external help and advice.

## **9. Monitoring and Review**

- 9.1 The Governing Board have defined responsibilities for the monitoring of pupil/student welfare and receive regular reports on sexist, racist and anti-LGBT+ incidents through the termly Principal's Report.
- 9.2 Alleged Bullying incidents are recorded on CPOMS and discussed with Senior Leaders in the academy. The DSL will determine, on the evidence provided, whether the incident(s) are to be categorised as Founded or Unfounded Bullying. Behaviour Incidents are regularly analysed and situations are monitored. Trends in behaviour are analysed and areas of action are identified across the academy. The aim is to have a clear picture of bullying incidents through effective record keeping.

## **10. Legislation and associated policies**

### **10.1 Legislation**

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

- 10.2 This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of conduct
- Academy Good Behaviour policy
- Academy Child protection and safeguarding policy
- Academy online safety policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)

- Trust Data Protection policy
- Trust Photography and image sharing policy
- Trust Social media policy
- Trust Complaints policy

## 11. Further sources of information

11.1 The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

### Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE toolkit](#) for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT+

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## **Race, religion and nationality**

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## **Sexual harrassment and sexual bullying**

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.