



Linthorpe Community Primary School

**Everyone is equal, everyone is different, everyone
is welcome and everyone achieves their best.**

Anti-bullying Policy

	Term	Year
Last Review Date/Policy Adopted	Autumn Term	2025
Next Review Date	Autumn Term	2026
Lead	Mrs C George	

This school is an academy within The Legacy Learning Trust.



Anti-Bullying Policy

Linthorpe Community Primary School works hard to be a caring community.

Our starting point is the belief that:

Every child has the right to feel safe at school
Every child has the right to feel valued and respected
Every child has the right to learn in an orderly environment
Every child has the right to be heard

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

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025 and DfE guidance 'Preventing and Tackling Bullying' (2017). This Anti-Bullying Policy also forms part of the school's Behaviour Policy as required under Section 89 of the Education and Inspections Act 2006.

The purpose of this policy is to ensure all Staff in school apply and develop a consistent approach to the response, monitoring and evaluation of bullying incidents in school.

This policy is published on the school website and available on request to parents, pupils, and staff.

Definitions of Bullying

Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'

[Our definition of bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should

be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact, sexual harassment or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Online: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

Cyberbullying incidents will be addressed by: (1) securing evidence (screenshots), (2) informing parents/carers, (3) applying sanctions, (4) reporting to external agencies if necessary.

Bullying related to any of the nine protected characteristics under the Equality Act 2010—age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation—will not be tolerated.

Our school will not tolerate bullying in any form and follows three main principles when addressing bullying behaviour:

- **we make sure that the person being bullied is safe**

- **we work to stop the bullying happening again**
- **we provide support to the person being bullied**

Measures are in place to reduce the likelihood of bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We adopt a problem-solving approach to all incidents of bullying. We never ignore suspected bullying and do not make premature assumptions. We listen carefully to all accounts and consider all views.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's AntiBullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The role of the Local Governing Body

The local Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The local Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The local governing body monitors incidents of bullying that do occur, including bullying of those with one or more protected characteristics and reviews the effectiveness of this policy regularly. The local governing body requires the Head Teacher to keep accurate records of all incidents of bullying. The Deputy Head/DSL, Carina George, reports to the local governing body any incidents of bullying and how they have been dealt with, and on request will report about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of the local governing body to look into the matter. The local governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the local governing body notifies the Head Teacher, and asks them to investigate the case, and to report back to a representative of the local governing body.

The role of the Head Teacher/Deputy Head (DSL)

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The Head Teacher/Deputy Head ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head teacher/Deputy head draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head Teacher/Deputy ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher along with all staff sets the school climate of mutual support, respect and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Leaders in school will liaise directly with the parents of all children involved in any form of bullying activity by inviting the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as social care.

The role of the teacher and support staff

All members of staff routinely attend training, which equips them to identify bullying and must follow school policy and procedures with regard to behaviour management and response to Bullying (See Behaviour Policy).

Three key principles underpin our response to bullying behaviour:

1. To make sure the child being bullied feels safe
2. To challenge the bullying behaviour
3. To provide support including contacting parents and other agencies

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers keep their own records of minor disagreements or incidents that happen in their class, and that they are aware of in the school.

If teachers witness an act of bullying or an act of bullying is brought to their attention, they should take it seriously and begin an initial investigation it themselves. The incident should be logged on CPOMS and referred to a member of the Senior Leadership Team.

Teachers and support staff will do all they can to support the child who is being bullied and where it is ascertained that a child is being bullied, then, after consultation with the Head Teacher, inform the parents or carers of all children involved. Follow up action may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has been responsible for the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including their perceptions of behaviour and bullying, in the annual pupil questionnaire. Pupils are also encouraged to come forward and report any bullying behaviour they may have witnessed between their peers.

For pupils who experience bullying it is important that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying

- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Sessions in PSHE within the formal curriculum help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. An annual 'Anti-bullying Week' is held to further raise awareness. Internet safety is an important part of our Computing Curriculum, as is raising parents' awareness of how they can keep their child safe online.

Star Awards are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Bullying: recording and monitoring incidents

All incidents of bullying are recorded and specify if linked to protected characteristics, separately on the Safeguarding Incident Log. A brief account is shared with all relevant staff, including teaching assistants and midday assistants, so that a child who has been bullied knows they can approach any member of staff. This also prompts staff to be extra vigilant and check that the bullying has not resumed. Staff will record on CPOMS all incidents of bullying, that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home and incidents of cyber-bullying.

The Role of Parents

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's Safeguard recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Pupils and parents are more likely to report their concerns if they have confidence that prompt action will be taken, and if they are kept up to date with progress.

In recognition of this our school will ensure that:

- Staff receiving phone messages, notes or visits from parents have been trained in school systems and procedures and are clear about the steps they should take;
- School Office and other staff are sensitive to the emotional needs of parents making contact with the school;
- Parents have confidence that staff will act promptly, take the concern seriously and not take action that makes the situation worse for their child;
- Staff take actions to agreed timescales and report progress to parents;
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, their child's class teacher, the deputy head or head teacher immediately.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or update

If they are not satisfied with the response, they should follow the school's complaints procedure, as detailed in the School Prospectus.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the local council and they review its effectiveness annually. They do this through discussion of the frequency and types of bullying incidents recorded by the school with the Head Teacher. Analysis of information for patterns of people, places or groups will be carried out with particular reference to racist bullying, or bullying directed at children with disabilities or special educational needs.