



Lobley Hill Primary School

Anti-Bullying Policy

Linked Policies:

Relationships and Behaviour Policy

Induction Policy

Safeguarding Policy

Approved by:	Governing Body	Date:
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Last reviewed on:	June 2026
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Next review due by:	June 2027
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Introduction

At Lobley Hill Primary School, we are aware that pupils may be bullied in any school or setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be priority to ensure the safety and wellbeing of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fosters good relations between people who share a protected characteristic and people who do not share it.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff, parents and carers. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy and our school's Aims and Values.

At Lobley Hill, we are committed to safeguarding and promoting the welfare of pupils. All staff, parents, carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Definition

The Department for Education (DfE) defines bullying as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies, 2017, Department for Education).

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc.;
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, threatening, starting arguments and the continual ignoring of individuals;
- Graffiti, gestures, comments and/or suggestions, and unwanted physical contact.

Types of bullying can be (but are not limited to):

1. 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 of 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.
2. Racist bullying - This refers to a range of hurtful behaviour, both physical and psychological, that can make a person feel: unwelcome, marginalised, excluded, powerless and/or worthless due to their colour, ethnic culture, faith community, national origin or national status.
3. Homophobic bullying - Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people.
4. Biphobic bullying - Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people.
5. Transphobic bullying - Transphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about trans people.
6. Sexist bullying - Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

7. Sexual bullying - Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
8. Ableist bullying - Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
9. Prejudicial bullying - Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
10. Relational bullying - Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
11. Socioeconomic bullying - Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, occupations of their parent(s)/carer(s), their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Vulnerable groups

Bullying can happen to all children and it can affect their social, mental and emotional health. However, some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. This includes:

- Those with special educational needs or disabilities;
- Those who are adopted;
- Those who are suffering from a health problem;
- Those with caring responsibilities;
- Those in care;
- Those from ethnic minorities;
- Those for whom English is an Additional Language;
- Gypsy, Roma and Traveller children;
- Those who are perceived to be gay, lesbian, bisexual or transsexual.

Aims

At Lobley Hill, our mission is to provide our children with a secure and inclusive learning environment, in which they can thrive and achieve their potential in all areas. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

Signs of Bullying

Staff, parents and carers should be vigilant in looking out for signs of bullying or other child protection issues, including (but not limited to):

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression.
- Behavioural: difficulty with attendance, sudden changes in behaviour and mood, concentration difficulties.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It can happen both inside and outside of school.

Peer on peer abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between peers. We recognise that even if there are no reported cases of peer on peer abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children. In cases where peer on peer abuse is

identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support. This is outlined in our Safeguarding Policy.

Bullying prevention

At Lobley Hill, we value every member of our school and build a community based on trust and openness. Positive relationships with others are part of our core values, and we aim to develop these between all members of this community. We strive to create a school environment that is conducive to discussing concerns and knowing that everyone will be listened to.

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE (Physical, Social, Health and Economics) and RSE (Relationships and Sex Education) lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents and carers is regularly shared on our school Facebook page. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

In line with our Behaviour Policy, at Lobley Hill we promote and celebrate positive behaviour. School staff are consistent in their approach towards negative behaviours, and will follow the same reporting procedures for bullying incidents.

Reporting incidents of bullying

Parents/carers - If you wish to report suspected bullying incidents, we advise that your first point of contact is your child's class teacher. You may make a report in person, or contact the school by phone and ask to speak with your child's teacher.

Investigating and dealing with incidents of bullying

In line with our Behaviour Policy, all cases of alleged bullying should be reported to the Headteacher or Deputy Headteacher.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts. They will build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents, carers and pupil witnesses, if necessary and appropriate. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. Appropriate support will be provided to the victim(s).

The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies. The school will speak with and inform other staff members, where appropriate.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s)/carer(s) of the bullying child(ren) and agree clear expectations and boundaries, which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school Nurture and Inclusion team.
- Reassurance that it was right to report the incident and that appropriate action will be taken.

- Liaison with their parent(s)/carer(s) to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent/carers, or a member of staff.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parent(s)/carer(s) to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent(s)/carer(s) on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parent(s)/carer(s)).

At Lobley Hill, we acknowledge that bullying may be an indication of underlying issues. We will offer support to perpetrators of bullying, to help them:

- Discuss what happened;
- Reflect on why they became involved;
- Understand what they did was wrong and how to change their behaviour.

Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively. Our Safeguarding governor is Rev Glen Macknight.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Reporting on all bullying incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

The DSL Team (including Family Support Worker) are responsible for:

- Being available for pupils who wish to report bullying.
- Offering emotional support and reassurance to victims of bullying, or those with social difficulties.
- Offering support to perpetrators of bullying in understanding their actions and appropriate social behaviour.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents and carers are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

Monitoring and evaluation

Lobley Hill will review this policy every two years, and will assess its implementation and effectiveness. This is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding, such as our Behaviour Policy.

Documents used in the writing of this policy:

Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies, 2017, Department for Education.

Getting Started: A Toolkit for preventing and tackling homophobic, Bi phobic and transphobic bullying in primary schools, 2016, Stonewall.