



'Believe. Achieve. Be Proud.'

Lyngford Park Primary School & Nursery

Anti-Bullying Policy

Signature

N. Arnold

Headteacher

Date: March 2026

Signature

F Forsyth

Chair of Governors

Date: March 2026

Objectives of this Policy

- Governors, staff, pupils and parents should understand what bullying is.
- Governors and staff know the policy and follow it when bullying is reported.
- Pupils and parents should know what they should do if bullying arises.
- We take bullying seriously.
- Pupils and parents will be assured they will be supported when bullying is reported.
- Bullying of any kind will not be tolerated.

We recognise bullying can occur. It can be both physically and emotionally harmful for the victim, their families and will impact the community. It can also be a sign the child carrying out the bullying has underlying issues which would need addressing. This policy is to enable adults to recognise bullying when it takes place and to deal with it effectively.

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 Behaviour and SEMH Policy, which is communicated to all pupils, school staff and parents.

All staff, parents 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.

Preventing and Responding to Bullying tool

At our school, we believe that every child has the right to feel safe, respected, and included. Although we cannot completely guarantee that bullying will never occur, we are strongly committed to taking proactive steps to prevent it and to respond effectively when it does happen.

To support this commitment, we use our reflective tool, *Preventing and Responding to Bullying*, to regularly evaluate and improve our approach. This annual review process helps us measure our effectiveness, stay focused on our goals, and continue strengthening how we prevent and respond to bullying across our school community.

For further information about our Bullying Response Tool and the resources we use to support our work please refer to the Appendix or visit the Anti-Bullying section of our website.

Definition

We have a clear definition of bullying, which is...

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.

We also believe it's important that everyone in our community understands what bullying means. That's why we've created a child-friendly version of the definition- to help children clearly understand what bullying is, how to identify it, and how it's different from everyday conflict or disagreements.

Bullying is when someone keeps being unkind to another person on purpose. It happens more than once, and it can make the other person feel upset, scared or left out.

We believe there are a number of types of bullying:

- **Emotional:** excluding from a group, tormenting, ridiculing, humiliating
- **Physical:** hitting, punching, pinching kicking or taking someone's belongings.
- **Verbal:** name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, making fun of someone
- **Racist:** racial taunts, gestures, making fun of someone's culture or religion
- **Sexual:** unwanted physical contact, sexually abusive or sexist comments
- **Homophobia:** Unwanted comments or sexist comments
- **Cyber:** sending hurtful / offensive text, voice notes, messages e-mails.

Relational Conflict vs Bullying

It is important to understand that not all unkind behaviour is bullying; at times, it may fall under the umbrella of relational conflict. This is part of a child's development to learn how to deal with friendships breakdowns or occasional unkind comments. As a school, we will work hard to help children understand the difference between the two and support them in managing relational conflict, while continuing to monitor the situation carefully.

Relational Conflict can be described as 'a disagreement or falling out between children with equal power- like an argument, leaving someone out or a misunderstanding. Its usually not repeated and both children may be upset.

We all have to learn how to deal with these situations and develop social skills to repair.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school, or go home at the end of the day
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork, very unlike their normal standards.
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (possibly to pay bully)
- has money continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Why do we tackle bullying?

We tackle bullying because we care, and we believe:

- bullying makes people unhappy and leads to low self-esteem.
- pupils who are being bullied are unlikely to do well on their schoolwork.
- some pupils avoid being bullied by not attending school.
- pupils who see bullying behaviour may copy this anti-social behaviour.
- we wish to build the self-esteem of all pupils, especially bullies and victims.

Role of Parents

Parents have an important part to play in our anti bullying policy.

We ask parents to:

- Look out for unusual behaviour in their child (not wanting to attend school, feeling ill regularly, or not completing work to their usual standard).
- Take an active role in your child's education and ask how they are doing.
- If you feel your child may be a victim of bullying, **please inform school**.
- If you feel a child has bullied your child, please do not approach that child under any circumstances - **please inform school**.
- It is important parents do not advise your child to fight back or to repeat the bullies' behaviour. This will make the situation worse.
- Tell your child it is not their fault they are being bullied.
- Reinforce our policy on bullying and ensure they are not afraid to ask for help.

If you know your child is involved in bullying, please discuss the issues with them and inform us. The matter will be dealt with appropriately.

Procedure for reporting and responding to bullying incidents

All of those involved with incidents will be heard. Staff will support all involved whilst the allegations / incidents are investigated / resolved.

The following procedures are to be followed:

- Minor incidents are reported to the victim's class teacher, who investigates the situation and determines whether it is relational conflict or bullying. If it is deemed to

be relational conflict, the teacher sets appropriate sanctions and facilitates reflective conversations.

- All incidents of 'bullying' will be investigated by a small, designated group of staff members to maintain a consistent and thoughtful response to incidents by adhering to our clearly defined steps and procedures. By implementing this response framework, we aim to act promptly and appropriately, provide clear communication to all parties involved, implement suitable interventions, and ensure that everyone understands their roles and responsibilities in addressing the situation. This flow chart response can be found in appendix 1.

- Consequences may take place and appropriate sanctions applied:
 - loss of privileges
 - spending break times with an adult
 - withdrawn from class – work in an alternative classroom
 - withdrawn from a visit, club or event not essential to the curriculum.
 - In repeated or serious cases, the school may follow the following sanctions: fixed-term exclusion, permanent exclusion.

Reflective practice and Restorative Support

Another crucial aspect of our approach is the reflective work we undertake following any bullying incident. This includes working with all children involved-including those who may have adapted roles that contributed to the bullying.

We are committed to engaging these children in thoughtful conversations to explore why they may have taken on such roles and help them reflect on the role they would prefer to play in the future. This process encourages accountability, personal growth, and empathy.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

- Kind Words to Solve problems
- Work by Class teacher
- Regular PSHE teaching following the agreed scheme of work
- Taking part in national anti-bullying week
- Using our relational / Trauma informed approach
- Awareness through anti-bullying assemblies & Circle time
- Drama/role play activities and use of feelings boards / Spots of Emotion
- Implementation of playground leaders
- Following of the Behaviour for Learning & Well-Being policy
- Encouraging the community to model appropriate behaviour.