

## **Linton Primary School**

### **Anti-Bullying Policy**

Date approved	06/10/2025
Approved by	P&S
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Website publication required?	Yes

## LINTON PRIMARY SCHOOL ANTI- BULLYING POLICY

At Linton Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in and out of school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident seeking support from school should they feel unsafe.

### Policy Development

This policy was formulated in consultation with the whole school community including pupils, staff, governors and parents/carers. Pupils contribute to the development of the policy through the School Council, class discussions and PSHE lessons. Parents/carers are encouraged to contribute through Parents Forum and written questionnaires. All contributions are monitored by the governors, Senior Leadership Team, staff and Pupil Voice.

### Roles and responsibilities.

The Headteacher has overall responsibility for this policy and overseeing its implementation as well as liaising with the Governing Body, parents/carers (Parent's Forum), the LA and the staff team. As a whole school community the Headteacher will have responsibility for handling the implementation of this policy.

The Anti-Bullying Leader is - Louisa Wilson

The nominated governor with the responsibility for Anti-bullying is - Claire Harmsworth

The Headteacher, the Anti-Bullying leader and the Anti-Bullying Governor have responsibility to:

- Develop, evaluate and review the Policy.
- Implement the policy and monitor and assess its effectiveness in practice.
- Manage bullying incidents.
- Manage the reporting and recording of bullying incidents.
- Assess and co-ordinate training and support for staff and parents/carers where appropriate.
- Co-ordinate strategies for preventing bullying behaviour.

### Definition of 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. It can happen face to face or online."

### ANTI-BULLYING ALLIANCE

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

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

- There is deliberate intention to hurt or humiliate.
- There is 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 bullying involving prejudice. Prejudice based bullying includes behaviour that is homophobic, transphobic, racist, targeted at faith, sexist or disablist. If the victim might be in danger then intervention is urgently required.

### What does bullying look like?

Bullying can present itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal - by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Emotional: tormenting, threatening ridicule, humiliation, exclusion from groups or activities

Racial: racial taunts, graffiti, and gestures

Sexual/Sexist: unwanted physical contact, abusive comments

Homophobic: use of homophobic language to cause distress, focussing on the issue of sexuality

Disability: name-calling, ridicule, humiliation, about special educational needs

Cyber Bullying: all areas of internet, such as email and internet chat room misuse, mobile phone threats by text messaging and calls, misuse of associated technology such as social websites.

Indirect - by having nasty stories told about them; being left out, ignored or excluded from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders', 'assistants' or 'accessories'.

### Why are children bullied?

We recognise that bullying can take place between any members of our school community however we understand that some children and young people are more likely to experience bullying.

Children who come under the protected characteristics outlined in the Equality Act 2010 are considered to be most at risk of being victims of bullying. This includes children who come from families who have people with protected characteristics within them. It is against the law to discriminate against or target someone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We also recognise that there are other vulnerable groups within our school community. These include:

- Pupils with poor attendance
- Young carers
- Looked after children

### Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Linton Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- All children follow The Linton Law.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Whole school promotion of 'It's OK to be different!' & 'No Outsiders'
- Weekly key stage assemblies linked to the current PSHE theme.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respects towards others.
- Regularly update and evaluate our approaches
- Weekly PSHE lessons using PSHE matters curriculum including Anti-bullying unit.
- Specific curriculum input on areas of concern eg Cyberbullying.
- Hold a dedicated Anti-bullying week which includes displays, assemblies and class based activities.
- In class discussions, circle times, opportunity to talk.

- Random pairings - support the building of respectful relationships.
- Weekly R-time session.
- Joining in with national initiatives / special days eg Kindness day, Internet Safety day
- Providing student voice through Pupil Voice and House meetings.
- Actively create 'safe spaces' for vulnerable children eg Positive play (The Nest, Rainbow Room)
- Parent forum, newsletter and website share information
- Celebrate success and achievements to promote and build a positive school ethos.
- Staff training and development. Adults model positive healthy relationships.

### The role of the staff

All staff at Linton intervene to prevent incidents from taking place and by identifying the problem.

- We take all bullying problems seriously, both of pupil and adults;
- We investigate all incidents thoroughly;
- We ensure that bullies and victims are interviewed separately;
- We obtain witness information;
- We keep a clear and concise written record of the incident, investigation and outcomes using Behaviour Incident Log and MyConcern;
- We inform parents/carers and staff about the incident where a pupil is involved;
- We inform appropriate staff where a member of staff is involved;
- We ensure that action is taken to prevent further incidents.

### The role of the parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's teacher immediately. Close liaison with parents is important.

Parents have a responsibility to support the school's anti-bullying policy and actively to encourage their child to be a positive Lintonian.

Appendix iii - Cyberbullying - A whole school community issue - includes information and key safety advice for using devices online.

### Linton's response to an allegation or suspicion of bullying.

"Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind

bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves." (DfE, 2017).

If a pupil appears to be being bullied, the member of staff who is aware should follow the [bullying flowchart](#) (see Appendix i).

Once the allegation has been verified, the staff concerned will take the following actions for all parties involved:

- Provide opportunity to discuss the experience with a member of staff of their choice.
- Be advised to report any further incidents.
- Be offered 1:1 sessions or small group work to improve self-esteem, confidence and resilience.
- Work with and/or signpost to local/national organisations and Police in necessary.
- Inform parents.

In situations where child protection is a concern, action/reporting as per our safeguarding policy will be taken.

#### Bullying which occurs outside the school premises.

Whole school advice for [Preventing and Tackling bullying](#) (DfE 2017) states:

"School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip."

#### Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on a 'Behaviour Incident form' (see Appendix ii) and uploaded onto the Safeguarding portal: MyConcern. The Headteacher, Anti-bullying co-ordinator and governor will be notified. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and future development of our policy.

The information will be presented to the governors in an anonymous format as part of an annual report. Alongside this, our policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### United against bullying

United Against Bullying (UAB) is the Anti-Bullying Alliance's whole-school anti-bullying programme. It supports schools to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including children and young people with SEND, children and young people who experience racist and faith-targeted bullying, sexual bullying, homophobic, biphobic and transphobic bullying, looked-after children, young carers and those on free school meals.

The UAB programme is used to annually audit Anti bullying policies and procedures.

### Supporting Organisations:

- Anti-bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives [www.familylives.org.uk](http://www.familylives.org.uk)
- NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Changing Faces [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap [www.mencap.org.uk](http://www.mencap.org.uk)
- Stop Hate [www.stophateuk.org](http://www.stophateuk.org)
- Mind Ed <https://www.minded.org.uk/>
- Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Childnet International [www.childnet.com](http://www.childnet.com)
- Internet Matters <https://www.internetmatters.org>

### Related policies

Behaviour policy  
RSE policy  
Safeguarding policy  
Exclusion policy  
Complaints policy