

Preventing and Tackling Bullying Policy

School Vision, Values and Aims

Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness.

To listen to one another.

To seek enjoyment in our work.

To show patience with one another.

To show love towards one another.

To show courage in our work.

To keep the children at the heart of our decisions.

To embrace innovation and change.

To trust one another.

To inspire one another.

To celebrate the dignity and worth of each individual.

To begin each new day positively.

To reach out to one another.

To have confidence.

To encourage one another.

To support and challenge one another.

To believe in one another.

Policy Approved November 2025

To be reviewed November 2026

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to flourish within our loving, supportive and caring family. We actively encourage parents to come into school to share their concerns with us.

Contents

1. School Statement
2. Aim and Expectations
3. Definition of Bullying
4. Different Types of Bullying
5. Bystanders and Upstanders
6. Preventing Bullying
7. Reporting Bullying
8. Tackling Bullying
9. Working together to tackle bullying
10. Restorative Practice
11. Evaluation and Review
Appendix 1: Preventing & Tackling Bullying Incident Form

1. School Statement

As a Church of England school, we believe that all people are made in the image of God. Everyone is equal and we treat each other with dignity and respect. Our school is a loving and trusting community where everyone is able to flourish.

2. Aims and Expectations

The aim of this policy is to outline what Leckhampton C of E Primary School will do to prevent and tackle all forms of bullying. It has been developed and adopted with the involvement of the whole school community – governors, staff, children and parents.

Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all children, and staff, is a key priority. We take all instances of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We have constant regard for the dignity and worth of each individual and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our children to become responsible and compassionate citizens and to prepare them for life in modern Britain.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

3. Definition of Bullying

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally, where there is an imbalance of power between the involved parties. Bullying can have three key elements:

- Repetition: The behaviour happens more than once.
- Intentional harm: The actions are meant to hurt.
- Imbalance of power: The victim finds it difficult to defend themselves.

4. Different Types Of Bullying

Physical Bullying

Examples: Hitting, kicking, pushing, tripping, damaging belongings

Verbal Bullying

Examples: Name-calling, insults, teasing, threats, racist or sexist remarks

Social (Relational) Bullying

Examples: Excluding someone, spreading rumours, manipulating friendships

Cyberbullying

Examples: Sending hurtful messages, sharing embarrassing images, online exclusion

Prejudicial Bullying

Examples: Targeting someone based on race, religion, gender identity, disability, or sexual orientation

5. Bystanders and Upstanders

A **bystander** is someone who sees or knows that something is happening—like someone being unkind or bullying another person—but is not directly involved.

Child-Friendly Explanation:

A bystander is a person who sees someone being unkind but isn't the one being unkind or the one being hurt. They're just watching.

There are two types of bystanders:

1. Silent Bystanders

They see what's happening but don't do anything. Sometimes they're scared or unsure of what to do.

2. Upstanders

These are brave bystanders who speak up or get help.

They might say, "That's not kind," or go and tell a trusted adult.

6. Preventing Bullying

How can we as a school community prevent bullying taking place?

- All interactions in school start with our vision: Open Hearts, Open Minds, Open Doors and are guided by our school values; Respect, Responsibility, Perseverance and Compassion.
- Our Behaviour Policy and our school rules guide the children to treat each other with respect and kindness.
- Our pupils understand and follow the school's Definition of Exceptional Behaviour and Attitudes to Learning.
- All children have explicit lessons about the school rules and values through our PSHE (Vision) Curriculum as well as being taught them implicitly through the actions of all adults in school.
- Children, staff, parents and governors know that the school does not tolerate bullying and that the school will take any complaint about bullying seriously and resolve any issue in a way that protects the child.
- Staff are highly vigilant and correct incidents of unkindness swiftly and effectively, showing visible kindness and visible consistency. This is because we know that this can help to reduce incidents of bullying.
- Our child-friendly **Preventing and Tackling Bullying Charter** that is on display in every classroom, ensures that all children understand and uphold the policy.
- Our collective worship programme is planned to ensure that children learn the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Each year the school holds an Anti-Bullying week to highlight the importance of this topic. In lessons and collective worship time, specific activities are planned to develop the skills and qualities needed to be kind to all members of our community and to promote strategies to deal with issues from falling out to bullying.
- Our Vision and Values Curriculum (PSHE) includes lessons on:
 - How bodies and feelings can be hurt by words and actions.
 - To know what bullying is and how to report it.
 - How people may feel if they experience hurtful behaviour or bullying.
 - Hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable.
 - The importance of telling a trusted adult.
 - The impact of bullying, including offline **and online**, and the consequences of hurtful behaviour.
 - Strategies to respond to hurtful behaviour experienced or witnessed, offline **and online** (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).
 - How to report concerns and get support.
 - Understand the meaning of the term bystander and what it means to be a bystander.
 - About discrimination: what it means and how to challenge it.

All staff recognise that some pupils may be more vulnerable and susceptible to bullying and understand the need for extra vigilance. Staff are also aware of the protected characteristics set out by the UK Government and which ones may apply to children: [Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK](#). For example:

- age
 - disability
 - race including colour, nationality, ethnic or national origin
 - religion or belief
 - sexual orientation
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- All staff openly discuss (using age-appropriate language) differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, appearance related difference or children with different family situations.
 - All staff are trained to be able to spot any signs that a child is being bullied. For example, there has been a change to their behaviour, they have increasing low self-esteem or are withdrawing from activities.
 - All staff challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
 - Stereotypes are challenged by staff and children across the school.
 - All children have a Reading Friend who they meet regularly. During each reading session, the children check in with each other about how they are feeling and usually develop a strong friendship.
 - We have a zero-tolerance approach to child-on-child abuse, understanding that it should never be passed off as “banter”, “just having a laugh”, “part of growing up”, “girls being girls” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

7. Reporting Bullying

Children who are being bullied: If a pupil feels that they are being bullied, they are encouraged not to retaliate but to tell someone they trust.

They could:

- Talk to any member of staff including teachers, teaching partners, well-being teaching partners or senior leaders.
- Tell a trusted adult at home or in their family/ outside of school.
- Tell a friend or any other member of the school family.
- Report through the Tell Us Box in their classroom with the option of remaining anonymous.
- Call Childline to speak with someone in confidence on 0800 1111 or visit www.childline.org.uk for help.

All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying.


The Head Teacher, supported by the Senior Leadership Team, has overall responsibility for ensuring that the Preventing and Tackling Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all children.


Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate if someone is unkind to them encourage children to report incidents to a trusted adult. Parents and carers can report an incident of bullying to the school either in person, or by emailing their child's class teacher.

8. Tackling Bullying

Below is a flowchart outlining the types of incidents which may occur and how the school plans to respond to each incident type. If an allegation of bullying is reported, senior leaders will begin using section 3 of the flowchart:

<u>Incident type</u>	<u>School's responses</u>
<p><u>Section 1:</u> <u>First incident</u> Examples:</p> <ul style="list-style-type: none"> • A child calls another child a name • A child is unkind to another child • There is rough play and a child gets hurt 	<p><u>Children</u> A restorative conversation will take place between the children and children will be encouraged to apologise where necessary.</p> <p><u>Staff</u> A teacher, teaching partner or a mid-day supervisor will lead the children in a restorative conversation.</p> <p><u>Parents</u> It is unlikely parents will be informed at this time.</p>
<p><u>Section 2:</u> <u>Recurring incidents</u> Examples:</p> <ul style="list-style-type: none"> • A child repeatedly says unkind things to someone • Several verbal or physical incidents occur in a short space of time (days or weeks) • A child is intentionally hurting or upsetting another child, or is doing so unintentionally but their actions are still having a negative impact 	<p><u>Children</u> An intervention may be required to help the child who has displayed the bullying behaviours to understand the impact of their actions.</p> <p>Pastoral support may be required for the child who has been the victim of the bullying behaviours.</p> <p>A restorative conversation or a friendship intervention group may be appropriate to help the children to restore their friendship.</p> <p>A sanction will be actioned for the child who has been unkind. Examples:</p> <ul style="list-style-type: none"> • Loss of playtime • Write a letter of apology • Time away from the class to work in another classroom <p><u>Staff</u> A member of staff will establish the facts and complete a Preventing and Tackling Bullying Form. This form will be kept in the school's records.</p> <p>The class teacher will be kept informed of the findings.</p> <p>Children involved will be monitored in the following weeks and check-ins will be used to allow children to share any issues or concerns (both parties).</p> <p><u>Parents</u> A phone call will be made to the parent/ carer of all children involved.</p> <p>A follow-up meeting may be required to further discuss the situation and the school's approach to dealing with this matter.</p>

	<p>Section 3: <u>An intentional action causing serious physical or emotional harm</u> Examples:</p> <ul style="list-style-type: none"> • A child physically hurts another child with deliberate force • A child verbally confronts another child using extreme language • A child deliberately causes public embarrassment to another child 	<p><u>Children</u> An intervention will be planned to help the child who has displayed the bullying behaviours to understand the impact of their actions.</p> <p>Pastoral support will be encouraged for the child who has been the victim of the bullying behaviours.</p> <p>A friendship intervention group may be appropriate to help the children to restore their friendship, eventually, but not necessarily in the first instance.</p> <p>A plan may be needed to give the children some space and time away from each other.</p> <p>A sanction will be actioned for the child who has been unkind. Examples:</p> <ul style="list-style-type: none"> • Loss of playtime and lunchtime • Write a letter of apology • Internal exclusion - Time away from the class to work in another classroom • Fixed term exclusion – This is a last resort and will only be issued if the incident is deemed very serious.
		<p><u>Staff</u> A senior leader will establish the facts and complete a Preventing and Tackling Bullying Form. This form will be kept in the school's records.</p> <p>The class teacher will be kept informed of the findings.</p> <p>Children involved will be monitored in the following weeks and check-ins will be used to allow children to share any issues or concerns (both parties).</p> <p>An Individual Behaviour Plan may be written for the child who displayed the bullying behaviours.</p>
		<p><u>Parents</u> A phone call will be made to the parent/ carer of all children involved.</p> <p>A formal letter will be written to the parents of the children who displayed the bullying behaviours and this letter will be kept on the child's pupil file.</p> <p>A follow-up meeting may be required to further discuss the situation and the school's approach to dealing with this matter.</p>

	<p>Section 4: <u>Bullying allegation made and bullying is founded</u></p> <p>Example:</p> <ul style="list-style-type: none"> • Senior leaders have strong evidence that a child has been bullying another child. This evidence could come from witness statements and upstander statements. 	<p><u>Children</u></p> <p>An intervention will be implemented to help the child who has displayed the bullying behaviours to understand the impact of their actions.</p> <p>Pastoral support will be encouraged for the child who has been the victim of the bullying behaviours.</p> <p>A friendship intervention group may be appropriate to help the children to restore their friendship, eventually, but not necessarily in the first instance.</p> <p>A plan may be needed to give the children some space and time away from each other.</p> <p>A sanction will be actioned for the child who has been unkind. Examples:</p> <ul style="list-style-type: none"> • Loss of playtime and lunchtime • Write a letter of apology • Internal exclusion - Time away from the class to work in another classroom • Fixed term exclusion – This is a last resort and will only be issued if the incident is deemed very serious. <p><u>Staff</u></p> <p>A senior leader will establish the facts and complete a Preventing and Tackling Bullying Form. This form will be kept in the school's records.</p> <p>The children and any witnesses will be interviewed separately.</p> <p>The class teacher will be kept informed of the findings.</p> <p>Children involved will be monitored in the following weeks and check-ins will be used to allow children to share any issues or concerns (both parties).</p> <p>An Individual Behaviour Plan will be written for the children who displayed the bullying behaviours.</p> <p><u>Parents</u></p> <p>A formal meeting will be arranged with parents/ carers of each child involved. A formal letter will be written to the parents of the child who displayed the bullying behaviours and this letter will be kept on the child's pupil file.</p> <p>A follow-up meeting will be arranged to further discuss the situation and the school's approach to dealing with this matter.</p>
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9. Working Together To Tackle Bullying

The following guidance is to help staff to approach the tackling of bullying in a sensitive but vigilant way:

1. Listen to the child reporting the incident and reassure them that their concerns are being taken seriously. Ensure that this conversation happens in a place where the child feels safe and is able to share their views openly.
2. Check records to establish if there have been any previous incidents involving the same children or repeated behaviours.
3. If you feel that this is a recurring incident, or particularly severe, refer immediately to a member of the senior leadership team. Senior leaders will assess whether any other authorities (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

The following guidance is to help parents to approach the tackling of bullying in a sensitive but vigilant way:

1. The school will trust that parents will not approach children or parents about the matter being dealt with, especially on the school site.
2. The school will refrain from referring to a child as a 'bully'. The school will politely request that parents will use terms such as 'the child who presented bullying behaviours' to avoid labelling children.
3. The school will trust that parents will maintain confidentiality around any matters involving their child or other children.

10. Restorative Practice

We are committed to fostering a safe, respectful, and inclusive environment for all children. As part of our response to incidents of bullying or unkind behaviour, we use restorative practice to support healing, accountability, and positive relationship-building.

Restorative practice is a relational approach that focuses on:

- Understanding the impact of harmful behaviour,
- Encouraging open and respectful dialogue, and
- Supporting those involved to repair harm and rebuild trust.

Rather than focusing solely on punishment, restorative practice encourages children to:

- Reflect on their actions,
- Recognise how others have been affected,
- Take responsibility, and
- Work together to find a way forward.

This approach helps children develop empathy, communication skills, and a stronger sense of community. It also empowers those who have been harmed to have a voice in the resolution process.

11. Evaluation and Review

The Head Teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the Head Teacher's report. The governors are in turn responsible for evaluating the effectiveness of the policy via the Head Teacher's report and by in-school monitoring such as learning walks and focus groups with children. If further improvements are required, the school policies and anti-bullying strategies are reviewed. The policy is reviewed every two years in consultation with the whole school community including staff, children, parents, carers and governors.

This policy should be read in conjunction with our Child Protection (Safeguarding) Policy, Child-on-Child Abuse Policy and Behaviour Policy.

Preventing and Tackling Bullying (Appendix 1)

Incident Form

<p>When:</p> <p><i>Write down the date and time</i></p>
<p>Where:</p> <p><i>Write down exactly where it happened</i></p>
<p>Who:</p> <p><i>Write down who was involved: Person who was potentially bullied, person who potentially displayed bullying behaviour and any witnesses.</i></p>
<p>What:</p> <p><i>Write down a summary of what has been reported</i></p>
<p>Actions:</p> <p><i>(highlight those taken)</i></p> <ul style="list-style-type: none"> • <i>Checked for earlier incidents involving same children</i> • <i>Notified parents/carers</i> • <i>Individual discussions with children involved including child who reported incident</i> • <i>Group discussion with children involved</i> • <i>Notified class teacher</i> • <i>Medical treatment</i> • <i>Specific support from staff</i> • <i>Follow up date set</i>
<p>Does this need to be referred to a member of the senior leadership team? Why?</p>
<p>Senior Leadership Team actions:</p> <ul style="list-style-type: none"> • <i>Discussion with parents/carers</i> • <i>Individual discussions with children involved</i> • <i>Plan of support for bullied child</i> • <i>Plan of action for child who has bullied</i>
<p>Follow up:</p>