



The Leys Primary & Nursery School
Learning TodayLeading Tomorrow

Anti-Bullying Policy 2025-2026

DOCUMENT DETAILS	
Approving Body	SIC Committee
Author	SLT
Scheduled Review	Annual
Date of Policy	September 2025
Next Review	September 2026



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Our vision is that ALL children are safe, happy and healthy.

Our core aims are to accelerate progress, enrich wellbeing and promote partnerships

Our school values are respect, equality, friendship, excellence, courage, determination and inspiration.

Our school motto is 'Friendship and Learning',

Our key behaviour expectations are for children to be **safe, respectful and ready to learn.**

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." (Anti-bullying Alliance)

At the Leys Primary school we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens.

We have a zero tolerance policy to bullying and we will deal with it effectively.

Building positive relationships



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At The Leys School we aim to enable children to form and maintain positive relationships with each other. We take time to help the children to think about their emotions and behaviour. We do this through:

- Class time - children are able to discuss any problems that have arisen.
- Focus days/weeks - teachers set work to raise awareness of bullying, wellbeing and internet safety.
- Assemblies - themes cover school and British values, protected characteristics and equality.
- PSHE lessons using 1 Decision - helps children to know how to keep themselves safe through recognising their own feelings and identifying key people who can help them if they are being bullied.
- Solution focused and restorative approaches to conflict.
- Social skills groups - builds confidence and teaching skills to make and maintain friendships.
- Teach the new Relationships Education (SRE) introduced Sept 2020
- Peer mentors and Sports Ambassadors - Trained by the school to provide positive support for their peers at lunchtime.
- Wellbeing Champions - Trained by MH leaders to support children in their class.
- Sports and house activities, for example Sports Day.
- Pupil Parliament groups from Year 1-6 every term.

(Please also see Behaviour Policy)

A Nurturing School - Preventing Bullying

All stakeholders will promote the anti-bullying ethos of the school among the children through:



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- Providing good role models
- Promoting positive behaviour and teaching children to accept differences (see Behaviour Policy)
- Carrying out procedures in the policy and making it clear we take a firm stance on it
- British Values, PSHE and RSE Lessons
- Encouraging children to reflect on their behaviour, to teach about the brain and strategies to help them self-regulate
- Completing an annual Anti-bullying survey and acting on any issues raised

Our commitment is to provide a safe and secure environment where all children can learn without anxiety and have the support needed to succeed and flourish. However, we recognise that some groups of children are more vulnerable than others. Our Equality Scheme demonstrates our commitment to the Equality Act 2010.

The Duty has three aims. It requires public bodies to have due regard to the need to:

eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.

advance equality of opportunity between people who share a protected characteristic and people who do not share it.



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foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics include: Age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation.

Within our training we acknowledge that giving all children the same does not work, so we focus on equity, meaning giving individual children what support and equipment they need to succeed. For example, some children need glasses, but not all.

When things go wrong

As a school, we recognise that alongside learning academic subjects children are also learning social skills and how to interact with one another, for example taking turns and sharing equipment. We understand that things will occasionally go wrong, and children will make poor choices. We follow a very clear procedure for when this occurs. Please see our Behaviour Policy for further information. If parents/carers feel that issues are not being dealt with robustly they need to speak to the Head/Deputy Headteacher or refer to the School Complaints Policy for procedures to resolve concerns.



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What would not be described as bullying?

Falling out - Children may have had an argument or disagreement which has resulted in one or both sides no longer being friendly towards the other.

Conflict - Disputes involving 'tit for tat' unkind or hurtful behaviour.

Hurtful incident - An isolated act of unkind behaviour.

What is bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities."

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies October 2014)

"Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved." DFE 2014



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Ways Bullying can present itself

PHYSICAL	EMOTIONAL	PREJUDICIAL- RACE, RELIGION, NATIONALITY	CYBER-BULLYING
VERBAL	HOMOPHOBIC	RELATIONAL AGGRESSION	

The Responsibility of the School

Current guidelines outline it is the responsibility of the school to tackle incidents of bullying both on site and off the premises.

"Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any 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 head teacher 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."

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies October 2014)



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Gathering Information

Classroom staff will use circle times to discuss and work through differences between pupils, and develop social skills. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the School Family Worker or our Emotional Literacy Support Assistant (ELSA).

Lunchtime mealtime supervisors will record in their yellow books any incidents that occur at lunchtime that need monitoring. More serious incidents are immediately reported to the SLT member on duty, who will respond and deal with the situation as appropriate.

All staff will record incidents onto our online record keeping (CPOMS) as appropriate. The safeguarding team monitors and tracks such incidents looking for patterns of behaviour, which may be a cause for concern.

Signs that bullying may be occurring

<i>The child who is being bullied</i>	<i>The child that is deemed as the bully</i>
PHYSICAL	PHYSICAL
Unexplained injuries such as bruises, cuts, scratches, sprains or torn clothing; Unexplained loss or damage to personal belongings or money; Hunger/thirst due to loss of lunch money;	Showing aggressiveness towards other children, parents and teachers; Evidence that they have been involved in a fight or picking on weaker students;



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Pattern of frequent minor illnesses, headaches, stomach aches; Not eating or being obsessive about appearance; Obsession about cleanliness; Speech impediments such as stuttering or stammering; Asking for extra money or stealing money, sweets, food (to pay off a bully); Regressive behaviour such as bedwetting; Artwork expressing inner turmoil.	Displaying deliberately robust behaviour such as extremely hard tackling in sports, tripping people or causing injuries; Being involved in vandalism, anti-social behaviour or being in trouble with the police; Belonging to an aggressive group and spending little time at home; Having money or possessions they can't account for.
EMOTIONAL	EMOTIONAL
Avoiding friends and/or other children; Uncharacteristic outbursts of anger or bullying of siblings; Becoming "clingy" and seeking attention; Reluctance or refusal to discuss the problem and lying to parents; Changes in sleep or eating patterns (unable to sleep, nightmares, lack of appetite or throwing up);	Overreacting to criticism and a tendency to believe others are hostile towards them; Enjoying the suffering of others and needing to dominate; Disrespectful attitude towards others including the elderly; Unwilling to share or include others; Cruelty to animals;



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Marked changes in attitude, dress or habits; Becoming withdrawn or moody; Dropping usual hobbies or interests; Loss of confidence, self-esteem & excessive sensitivity to criticism; Excessive tearfulness or crying to sleep; Wanting to be alone; Implied or overt threats of suicide. Disability	Lack of genuine friendships or having ones based on fear Short temper and violent outbursts;
CYBERBULLYING	CYBERBULLY
Being upset after using the internet or their mobile phone; Unwilling to talk or be secretive about their online activities and mobile phone use. Spending much more or much less time texting, gaming or using social media. Many new phone numbers, texts or email addresses show up on their mobile phone, laptop or tablet.	Sending unkind, inappropriate or unacceptable messages or photos online through text, social media, instant messaging apps etc Enjoying the suffering of others and needing to dominate but may prefer to be anonymous. Disrespectful attitude towards others Lacking understanding how quickly the message/photo can be shared locally and worldwide.



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After texting or being online they may seem withdrawn, upset or outraged. Not wanting to go to school and/or avoiding meeting friends and school mates. Avoiding formerly enjoyable social situations. Difficulty sleeping. Low self-esteem.	Lacking empathy for the impact of the text or photo on the person involved.
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Cyber-bullying

If any member of the school community is aware of, or suspects a child or young person is being harassed or bullied using technology (including AI), they will request that the child gives details and prints or screen shots any evidence. Any disclosure must be fully investigated according to school procedures and then recorded on our online reporting system. Parents will be informed and involved in outcomes for all pupils involved. Parents will be advised about how to help their children stay safe online as part of the process. Cyberbullying will be part of the professional development we offer all staff on Bullying. (See Appendix B (page 15) for



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further information about the staff's response and support for children around Cyberbullying.)

Reporting Bullying

Concerns about bullying can be reported by:

- a pupil to any member of staff or confidentially in the Worry Box which is in every classroom, and checked regularly by the teacher. The teacher will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.
- a member of their family who should contact the class teacher or senior leader immediately. The member of staff will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.
- a trusted friend who can approach a member of staff.

The member of staff will immediately report it to their team leader and log the event on CPOMS. This is to be logged on to CPOMS under 'Behaviour' choosing the 'Allegation of bullying' option.

Responding to Bullying

Step 1:



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Alleged cases of bullying should be reported to a member of SLT. The class teacher or a senior leader will investigate to establish the facts and build an accurate picture of events over time and so determine if bullying is occurring.

Step 2:

As a result of the investigation, if bullying is occurring the Headteacher or Deputy Headteacher will take a restorative approach and take into consideration the needs of the children involved. They will meet/discuss on the phone with pupils and their parents, and both parties will be clear that such behaviour is unacceptable. If appropriate, the school's Family Support Worker may support a child individually or in a group on an ongoing basis and the children's behaviour will be monitored by the 'Behaviour and Safeguarding' team in their weekly meeting, until satisfied that there are no ongoing concerns. In this instance the incident category will be changed to 'Bullying' on CPOMS.

Step 3:

In the case of more complex or more persistent bullying, both sets of parents will be invited into school separately to discuss the situation with the team leader, Headteacher or Deputy headteacher. The children will be monitored regularly by staff and the Headteacher or Deputy



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Headteacher who will take appropriate action. Older children will be required to complete reflections, restorative work and/or educational or protective consequences in school, such as ensuring children are kept apart during unstructured time for a period of time. These tasks aim to help those being bullied and encourage reflection and empathy from the perpetrator/s. These may occur during lunchtimes or as part of an internal suspension. The Family Worker/SENCo will carry out follow up work with the pupils. Follow-up reviews will be carried out by the Family Worker until the teacher/s and children are confident that the bullying is no longer occurring and all parties involved are happy the situation has been resolved. If appropriate, pupils may be referred to outside agencies, such as the Mental Health Worker, for counselling or to CAMHS for ongoing support.

Step 4:

If bullying is still found to be occurring then the Headteacher will meet again with the children and parents involved. It is likely that further sanctions will be called upon and staff will seek support from outside agencies, including Safeguarding agencies regarding child on child abuse (see Child Protection Policy). Suspensions or exclusion may be used as a formal consequence in such cases.



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APPENDIX A: Responsibility for Anti-bullying

GOVERNORS Responsible for strategic review of effectiveness of policy and practice
SENIOR LEADERSHIP Responsible for managing and leading on the safety and welfare of all pupils and staff • Headteacher • Deputy Headteacher • Assistant Headteacher • School Business Manager • SENCo
WELLBEING TEAM Responsible for the monitoring of pupil wellbeing, behaviour safety and welfare of vulnerable pupils • Headteacher (Lead DSL) • Deputy Headteacher (DSL/Mental Health Lead) • SEND Leader (DSL) • Family Worker (DSL/Mental Health Lead)
TEACHING STAFF Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class. Responsible for teaching a programme of Personal Social Health Education
SUPPORT STAFF Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class
PUPILS Responsible for getting involved in their own personal development, following and reviewing school practice and policy.
PARENTS/CARERS



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Responsible for working closely with the **staff** to secure positive outcomes for all.

Appendix B: How to respond to cyberbullying (childnet.com)

Full http://www.childnet.com/ufiles/cyberbullying_teachers.pdf

What can I do to help as an educational professional?

1. **Understand the tools:** be aware of the **reporting mechanisms** on different sites and services so you can support your pupils in making a report.
2. **Discuss cyberbullying:** be proactive in discussing cyberbullying with your pupils; how it occurs, why it occurs, and the consequences of such behaviour.
3. **Know who to report to:** ensure that you are aware of who to go to in your school or organisation if you have concerns about cyberbullying incidents. This may be a head of year/department, a member of the senior leadership team, or the member of staff designated as the Child Protection Officer.

What advice can I give to young people?

The internet is an amazing resource and can be used in a number of positive ways. However, content posted online can be easily misunderstood by others and taken out of context. It is important for young people to recognise the importance of 'thinking before you post' and the need to respect their friends' and peers' thoughts and feelings online. What's considered morally right and wrong offline must also be thought of in the same way online, and treating others with respect on the internet is a good way to ensure that online situations are less likely to escalate into cyberbullying situations.

1. **Don't reply:** most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. Remind young people not to reply, if they do they're giving the bully exactly what they want.
2. **Save the evidence:** encourage young people to save the evidence of any emails or text messages they receive. This is so they have something to show when they do report cyberbullying.



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3. **Tell someone:** encourage young people to tell a trusted adult if they are being cyberbullied, and to tell them as soon as they can in order to minimise their own upset or worry.