Lingfield Education Trust
Anti-Bullying Policy

Policy Version Control	
Policy type	School based
Policy prepared by (name and designation)	Sue Sharpe Exec Head
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Description of changes	Autumn 2025 - New policy Autumn 2026 – Changes to safeguarding frameworks made Prevention section updated.
Date of Board of Trustees approval	
Date released	October 2026
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1. Policy Statement

Lynnfield Primary School is committed to creating a safe, inclusive, and respectful environment for all pupils aged 2 to 11 years. Bullying of any kind is unacceptable and will be dealt with promptly and effectively. We aim to prevent bullying through education, early intervention, and a whole-school approach.

2. Legal and Statutory Framework

This policy is informed by:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Keeping Children Safe in Education (2026)
- Preventing and Tackling Bullying (DfE Guidance)
- Early Years Foundation Stage (EYFS) Statutory Framework

3. Aims and objectives

At Lynnfield Primary School, we believe that bullying is harmful and unacceptable. Our aim is to foster a school culture where bullying is actively discouraged and addressed. We are committed to creating a safe, secure, and nurturing environment where every child can learn and grow without fear or anxiety.

This policy sets out a clear and consistent approach to preventing and responding to bullying incidents. It ensures that all members of our school community—pupils, staff, parents, and governors—understand our stance against bullying and their role in helping to eliminate it.

We recognise that bullying can affect any child and have serious consequences for their social, emotional, and mental wellbeing. Staff must be vigilant and responsive, particularly to the needs of vulnerable groups such as children with SEND, those in care, and those experiencing personal or family challenges.

Our objectives are to:

- **Establish a safe and inclusive school environment** where all pupils feel valued, respected, and protected.
- **Promote positive relationships and mutual respect** through consistent modelling of appropriate behaviour.
- **Educate pupils about bullying and its impact** through a well-planned curriculum and regular discussions.
- **Encourage pupils to report concerns confidently** by providing accessible and trusted reporting mechanisms.
- **Respond promptly and effectively to all incidents** of bullying, ensuring fair and supportive outcomes.
- **Support victims of bullying** with appropriate pastoral care and follow-up to promote recovery and resilience.
- **Address the behaviour of those who bully** through restorative practices, education, and appropriate consequences.
- **Engage parents and carers** in our anti-bullying efforts through clear communication and collaboration.

- **Monitor and evaluate our anti-bullying strategies** to ensure they remain effective and responsive to pupil needs.

4. Definition of bullying

Bullying is a form of behaviour that is:

- Intentionally hurtful
- Repeated over time
- Difficult for the victim to defend against, often involving a misuse of power or influence

While bullying typically involves repeated actions, we also recognise that single incidents can be so severe that they meet the criteria for bullying. These may include:

- Deliberate hostility or aggression
- Clear intent to cause harm
- A power imbalance where the victim is less able to defend themselves
- Outcomes that result in significant emotional or physical distress

5. Types of Bullying

Bullying is defined as behaviour that is deliberately hurtful, repeated over time, and difficult for the victim to defend against. It often involves an abuse of power and can have serious emotional, psychological, and physical consequences.

Bullying can be based on various factors and may take different forms:

- **Racial Bullying**: Hurtful behaviour targeting someone's colour, ethnicity, community, national origin, or status, making them feel excluded or powerless.

- **Religion and Belief**: Verbal or physical abuse directed at someone because of their faith or religious practices.

- **Bullying Based on Special Educational Needs and Disabilities (SEND)**: Targeting individuals due to learning difficulties or disabilities.

- **Sexist, Sexual, or Transphobic Bullying**:
    - *Sexist*: Demeaning or harmful behaviour based on gender.
    - *Sexual*: Includes suggestive comments, innuendo, or language intended to humiliate or intimidate.
    - *Transphobic*: Bullying directed at someone whose gender identity differs from typical gender norms.

- **Cyberbullying**: Using digital technologies to threaten, tease, or abuse. This can occur in or outside of school. Under the Education Act 2011, electronic devices may be seized and searched by the Headteacher or designated staff without parental permission if there is good reason. Serious content may be reported to the police.

- **Social/Emotional/Psychological Bullying**: Intimidation, exclusion from activities, spreading rumours, and other behaviours that make someone feel isolated or like an outsider.

- **Verbal Bullying**: Name-calling, teasing, taunting, offensive remarks, threatening language, exclusion, rumours, and graffiti. Offensive language and 'banter' must not go unchallenged.

- **Physical Bullying**: Hitting, punching, pushing, threatening, or stealing personal items. Includes any aggressive physical contact.

- **Homophobic Bullying**: Can include rumours, isolation, text messages, and intimidating behaviour. It affects not only those who identify as LGB but also anyone whose interests or lifestyle differ from gender norms. Homophobic language will not be tolerated.

6. Our Approach
At Lynnfield Primary School, we take a proactive stance in preventing bullying. Pupils are taught to recognise bullying behaviours and understand their role in helping to stop it. Key Stage 2 pupils, in particular, are able to explain how they can act responsibly if they witness bullying as bystanders.
We also ensure that pupils are involved in shaping our approach: they are consulted annually as part of the review of our Anti-Bullying Policy, helping us to maintain a safe and respectful school environment.

Our whole-school approach ensures that anti-bullying principles are embedded across all aspects of school life, involving pupils, staff, parents, and the wider community in promoting a culture of respect and inclusion.

- PSHE and RSE curriculum integration
- Anti-Bullying Week and themed assemblies
- Staff CPD on bullying prevention
- School Council and pupil voice
- EYFS focus on emotional literacy and positive behaviour

7. Prevention
The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

8. Roles and Responsibilities
Creating a safe and respectful school environment requires a shared commitment from all members of the school community. Each group has specific responsibilities in preventing and addressing bullying:

Governors:
- Ensure the school has a robust anti-bullying policy in place.
- Monitor the effectiveness of the policy through regular reviews and reports.
- Support leadership in implementing anti-bullying strategies.

Headteachers and Senior Leaders:
- Lead the development and implementation of the anti-bullying policy.
- Ensure staff receive appropriate training and support.
- Oversee the recording and monitoring of bullying incidents.
- Promote a whole-school ethos of respect and inclusion.

Designated Safeguarding Leads (DSLs):
- Respond to serious bullying incidents that may involve safeguarding concerns.
- Liaise with external agencies when necessary.
- Ensure vulnerable pupils are identified and supported.

Teaching and Support Staff:
- Model respectful behaviour and uphold school values.
- Be vigilant in identifying signs of bullying and intervene promptly.
- Record incidents accurately using CPOMs.
- Support pupils involved in bullying through restorative approaches and pastoral care.

Pupils:
- Treat others with kindness and respect.
- Report bullying incidents to trusted adults.
- Support peers by being active bystanders and promoting inclusion.

Parents and Carers:
- Encourage respectful behaviour at home and in the community.
- Report concerns about bullying to the school.
- Work in partnership with the school to support their child's wellbeing. By working together, we can ensure that bullying is addressed effectively and that all pupils feel safe, supported, and valued.

8. Consequences for Bullying Behaviour
Pupils who engage in bullying behaviour can expect a structured and proportionate response from the school. This includes:

Immediate Actions:
- Investigation of the incident by staff using the 'Anti-Bullying Visual Checklist' (Appendix A).
- Accurate recording of the incident on CPOMs.
- Communication with parents or carers of all pupils involved.

Consequences and Support:
- Restorative conversations to help the pupil understand the impact of their actions.
- Sanctions in line with the school's behaviour policy, which may include loss of privileges, internal exclusion, or fixed-term exclusion depending on severity.
- Behaviour support interventions such as mentoring, counselling, or social skills development.
- Ongoing monitoring to ensure behavioural improvement and prevent recurrence.

Long-Term Expectations:
- Reflection and accountability for actions.
- Participation in PSHE lessons or targeted anti-bullying workshops.
- Regular review of progress and adjustment of support as needed. By addressing bullying behaviour constructively, we aim to support positive change and ensure a safe environment.

9. Preventative Methods and Intervention Strategies
Lynnfield Primary School is committed to creating a safe and inclusive environment where bullying is actively prevented and addressed. Our strategies include:

- Policy Transparency: Our Anti-Bullying Policy is published on the school website, offering clear guidance for parents, carers, and the wider community on how bullying is tackled.

- Annual Review: The policy is reviewed annually to ensure it remains effective and relevant.

- Inclusive Environment: We foster a culture where pupils feel safe to discuss issues related to bullying, religion, ethnicity, disability, gender, and sexuality.

- Staff Availability: Staff are accessible before, during, and after school to provide support and reassurance to pupils.

- Positive Reporting Culture: Pupils are encouraged to report bullying, with the understanding that doing so is responsible and not considered "telling tales."

- Effective Communication: Staff maintain strong communication to identify and address pupil issues, with all incidents recorded and monitored via CPOMs.

- Whole-School Participation: Events such as Anti-Bullying Week (November) and Internet Safety Day (February) involve assemblies, circle time, displays, and competitions.

- Pupil Voice: Regular meetings are held to give pupils a platform to express concerns and collaboratively explore solutions.

- Structured Activities: Playtime, lunchtime, and after-school clubs are designed to promote positive social interaction in a safe setting.

- Parental Engagement: Parents/carers are encouraged to contact their child's teacher immediately if they suspect bullying, whether their child is a victim or a perpetrator.

- Shared Responsibility: Parents are expected to support the school's anti-bullying ethos and reinforce positive behaviour at home.

- Out-of-School Incidents: Bullying reported outside school, including online, is investigated, recorded on CPOMs, and escalated to the PCSO or police if necessary.

- Staff Support: Staff are provided with guidance and support when managing bullying incidents, including those involving cyberbullying.

10. Monitoring and Evaluation

- Annual pupil voice
- Policy reviewed annually
- Termly review of incident logs and reporting to governors

Appendix A - Anti-Bullying Visual Checklist for Staff

This checklist provides a quick reference guide for staff at Lynnfield Primary School to ensure consistent and effective responses to bullying incidents.

Immediate Response Checklist

- Incident occurred today
- Victim is safe and supported
- Perpetrator is spoken to respectfully and firmly
- Incident investigated by appropriate staff
- Incident recorded on CPOMs
- Executive Headteacher or Assistant Headteacher informed
- Parents/carers of both parties contacted

Types of Bullying – Key Actions

A. Physical Assault or Threat

- Protect the victim immediately
- Conduct full investigation
- Record incident and notify leadership
- Inform parents/carers of both parties
- Apply appropriate disciplinary measures
- Provide support and guidance to both pupils
- Consider long-term preventative measures
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B. Verbal Abuse (Name-calling, Insults, Ridicule)

- Challenge behaviour immediately if witnessed
- Explain why it is unacceptable
- Protect the victim
- Refer persistent cases to SLT
- Record incident and notify leadership
- Inform parents/carers of both parties
- Apply appropriate disciplinary measures
- Provide support and guidance to both pupils
- Consider long-term preventative measures

Ongoing Prevention and Support

- Encourage pupils to report bullying
- Monitor pupil relationships and dynamics
- Promote inclusive discussions during circle time
- Engage pupils in Anti-Bullying Week and Internet Safety Day
- Offer structured activities during play and lunch times
- Hold regular pupil voice meetings
- Provide staff with support and training on bullying and cyberbullying

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Parental Engagement

- Encourage parents to report concerns promptly
- Reinforce positive behaviour expectations at home
- Share outcomes and support plans with families

This checklist should be used alongside the full Anti-Bullying Policy and Mental Health and Behaviour Policy to ensure a consistent, safe, and supportive approach for all pupils.