



Haynes Lower School & Nursery

Anti-Bullying Policy

Policy Review:

This Policy will be reviewed annually.

Reviewed	February 2026
Next Review	February 2027

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Introduction

At Haynes Lower School, we nurture and encourage the values of friendship, thankfulness, forgiveness and trust. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves. We will create a safe, healthy and happy school community in which children and adults are cherished and valued. We are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Definition of bullying:

At Haynes Lower School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through whole school assemblies and through our curriculum, Values Education programme and subject areas, particularly PSHE and Sex and Relationships lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying) *This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or trans people.*
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).
 - Bullying related to race, religion, faith and belief and for those without faith *This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour or faith community.*
 - Bullying related to ethnicity, nationality or culture *This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their ethnicity culture, national origin or national status.*

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Our school community:

- Discusses, monitors and reviews our anti-bullying policy at least once every year.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be lesbian, gay or bisexual or trans (LGBT+)

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. This Policy will be working if:

- a) children feel safe and secure at school
- b) children know what to do should they feel threatened or frightened by anyone
- c) parents, staff and governors are familiar with the policy and are actively involved in its support
- d) staff and governors are consulted regarding review/policy decisions

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Preventing, identifying and responding to bullying

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE and Sex and Relationships lessons, pupils are given regular opportunities to discuss what

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bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience and self-esteem.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, the e-safety curriculum and through the School Council .
- Train all staff including lunchtime staff, to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.
- Adults will act as positive role models and support pupils in the process of reconciliation.

Involvement of pupils / students

We will:

- Discuss children's views on the extent and nature of bullying through whole school assemblies, Circle Time and PSHE.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying campaigns in school where appropriate.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to address the problems they have.

Preventative Strategies

- High levels of Supervision i.e.
 - a) Playground - two adults on the playground
 - b) Midday Supervisors and 1 Senior Midday Supervisor
 - c) Full time Teaching Assistants in Foundation Stage, part time in KS1 and KS2 plus extra support where necessary
 - d) Ensuring adequate adult/child ratio when going on school trip/walk etc
- Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground. Reinforce caring for each other through related stories in assemblies and other appropriate curriculum areas.
- Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell Midday Supervisor/Classroom Assistant/Teacher straight away.
- Carpet Discussion Time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?
- Keep record of incidents (CPOMS) – report to Head Teacher. If a pattern of behaviour is emerging or serious incident occurs, contact parents to discuss ways of resolving the situation.

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- Playground Equipment and adults support - markings/games on the playground, open sided garden house, picnic tables and lunchtime equipment (playground store-room) all help to keep children positively focused on desired behaviour as well as adult support for play.
- Teach children how to recognise when others do not like what is happening to them – sad face, crying, words.

Responding to Bullying

All cases of alleged bullying should be reported to the Head Teacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Head Teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Head Teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Head Teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Links with other school policies and practice

This Policy links with a number of other school policies, practices and action plans including:

- The teaching of Citizenship, PSHE and Sex and Relationships.
- Behaviour Policy.
- The recording of racial and homophobic/biphobic/transphobic incidents.

Monitoring & review, policy into practice

We will review this policy every year as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the Local Authority to inform its action planning to prevent and tackle bullying.