Land of Learning Nursery and Primary School Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governors
September 2026	**Annually**	**Ms S Seedat (Vania)**	**Mr I Dassu**

ANTI-BULLYING POLICY

Statutory Guidance and Legal Framework

This policy has been developed with regard to:

- Keeping Children Safe in Education (KCSIE), 2026
- The Education (Independent School Standards) Regulations 2014, particularly Part 3, paragraph 10
- Equality Act 2010
- Working Together to Safeguard Children, 2026
- DfE *Preventing and Tackling Bullying* guidance

Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying often involves an imbalance of power, which may be physical, psychological, social or related to access to information or technology.

Relational Conflict vs Bullying

We acknowledge that not all conflict between pupils is bullying. Relational conflict may involve fallings-out, accidental harm, or disagreements between pupils of equal power and status. These incidents are taken seriously and addressed through restorative conversations and support. However, unresolved or repeated relational conflict may escalate into bullying and will then be managed under this policy.

A single serious incident may not meet the definition of bullying but may still require disciplinary and/or safeguarding action.

Equality Act 2010 and Protected Characteristics

We recognise our duty under the Equality Act 2010 to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Bullying related to protected characteristics is taken extremely seriously. These include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin, Gypsy, Roma, Travellers)
- Religion or belief (or lack of)
- Sex
- Sexual orientation

We also recognise other vulnerable groups who may be at increased risk, including young carers, looked after children, pupils with Special Educational Needs and Disabilities (SEND), and those facing challenging home circumstances.

Forms of bullying

- Physical – punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will
- Verbal – malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect – spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Electronic/cyber bullying – via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone
- Sexual/sexist-unwanted sexual comments, sexualised name-calling, jokes, rumours, gestures, unwanted physical contact or online sexual harassment.

Some behaviour in this category may constitute child-on-child abuse and must follow safeguarding procedures.

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked–after children

Bullying is a complex type of behaviour occurring between individuals and groups.

Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a ‘reinforcer’ might become a ‘defender’ when the ringleader is not around.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.
Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems, but bullying will be considered as a possibility:

- Being frightened of walking to or from school

- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in schoolwork
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the pupil who has displayed bullying behaviour)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the G.P. and the Child and Adolescent Mental Health Service (CAMHS).

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.
Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others · Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.
Children are taught to know that they have the right to respect, to safety, and to their own space, and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour

- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- ensure all staff are trained and supported to enable them to model positive relationships
- regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

Roles and Responsibilities

- **Headteacher:** Overall responsibility for policy implementation, monitoring, and reporting to governors.
- **Anti-Bullying Coordinator:** Manages incidents, records data, oversees prevention strategies, provides staff/parent training, and ensures policy review.
- **Nominated Governor for Anti-Bullying:** Ensures oversight, monitors reports, and holds the school to account.
- **All Staff:** Promote a positive ethos, report concerns, act promptly, and support children involved.
- **Pupils:** Expected to report concerns and support a safe, respectful school culture.
- **Parents/Carers:** Encouraged to communicate concerns promptly and work in partnership with the school.

School Action/Procedures

All reports or concerns about possible bullying will be taken seriously, responded to promptly and recorded appropriately. Each concern will be considered individually to establish what has happened and the appropriate response. Each incident must be handled individually once the problem and the children have been identified. The school uses a safeguarding-led, restorative and proportionate approach. Bullying behaviour is challenged clearly, pupils who cause harm are held appropriately accountable, and support is provided to help them understand the impact of their behaviour and prevent recurrence. The safety and wellbeing of the pupil who has experienced bullying remain paramount.

- Relevant staff will be informed on a need-to-know basis to safeguard pupils, provide appropriate support and monitor the situation
- All action to be recorded
- Full investigation including monitoring to be carried out
- Parents/carers will normally be informed where bullying is substantiated, taking account of safeguarding, confidentiality and the individual circumstances of the case
- Information about other pupils will only be shared where it is lawful, necessary and appropriate. Parents/carers will be informed about the action being taken to safeguard and support their own child, while respecting the privacy and confidentiality of others.
- A behaviour modification programme will be implemented in extreme cases, if required
- Persistent occurrence will necessitate the involvement of outside agencies

Bullying and Child-on-Child Abuse
Some bullying behaviour may also constitute child-on-child abuse and must be treated as a safeguarding concern. This may include sexual violence, sexual harassment, harmful sexual behaviour, discriminatory abuse, coercion, serious intimidation or the sharing of nude or semi-nude images.
Staff must not dismiss harmful behaviour as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Where there is a safeguarding concern, staff must report it immediately to the DSL and follow the Child Protection and Safeguarding Policy.

Responding to Incidents of Bullying
The procedure and stages in responding effectively to bullying at our school are:

Reporting and Recording Bullying
All members of the school community (pupils, parents, staff, visitors) are encouraged to report concerns. Reporting systems include:

- Speaking to a trusted adult
- Use of worry boxes, pupil voice boxes and confidential communication systems
- Direct parent/carer contact with staff or via the school office

All reports are taken seriously and logged using the school’s Bullying Incident Recording Form. Prejudice-related incidents will also be recorded and monitored. Where appropriate, the school will report incidents to the Local Authority or local safeguarding partners.
The Headteacher/SLT will review bullying data at least termly, including frequency, type, location, time, recurrence, pupil groups, protected characteristics and SEND. Leaders will identify patterns, evaluate whether interventions have been effective and report appropriate anonymised information to governors.

Monitoring and recording behaviour and relationship issues
The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school’s overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. See appendix for the bullying reporting form.

Making sure the person being bullied is safe and feels safe
When a child reports being bullied, the school will acknowledge their concerns, and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child
After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately where bullying has occurred.

Deciding upon a response
After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach
Where appropriate and safe, the school may use a restorative approach as part of its response to bullying. Restorative work will not replace safeguarding action or an appropriate sanction and will not be used to pressure a targeted pupil into face-to-face reconciliation or an apology. Where appropriate and safe, a restorative approach may support pupils who have displayed bullying behaviour to understand the impact of their actions. Children who have caused harm will be supported and held accountable by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied

- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

We believe that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

Sanctions will be considered where appropriate. In cases of serious or persistent bullying, the Headteacher may consider suspension or, in the most serious circumstances, permanent exclusion, in accordance with the school's Behaviour Policy and applicable statutory requirements.

Sanctions will be fair, reasonable and proportionate, taking account of the seriousness and circumstances of the incident and any relevant SEND, disability or vulnerability. Bullying by a pupil with SEND or a disability is no more acceptable than bullying by any other pupil; however, the school will consider the pupil's individual needs, level of understanding and the extent to which these may have affected their behaviour. Reasonable adjustments will be made where required, without compromising the safety, dignity or wellbeing of others.

The school also recognises that pupils with SEND or disabilities may be more vulnerable to bullying or may communicate their experiences differently. Staff will therefore make reasonable adjustments to reporting, investigation, communication and support arrangements where necessary.

Fair treatment does not always mean identical treatment. Adjustments may be necessary to enable pupils with SEND or disabilities to report concerns, participate in investigations and access appropriate support.

Disciplinary sanctions are intended to:

- Impress on the pupil who has displayed bullying behaviour that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view

this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Responding to incidents of cyberbullying
The school will follow the above procedures alongside the school's Online Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Artificial intelligence and manipulated content

AI tools may be misused to create or distribute harmful, false or manipulated images, audio, video or messages about another person, including deepfakes. The school will treat AI-enabled bullying, impersonation and harmful manipulated content in the same way as other forms of online bullying and, where appropriate, as a safeguarding concern.

Responding to incidents of bullying which occur off the school premises.
Bullying can and does happen outside school and in the community. Bullying is a relationship issue, and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour Policy for Positive Behaviour.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

Working with Parents /Carers
Where we have become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call/ email and may be invited to the school to discuss their child's situation. We will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation, safeguard the pupil and prevent further bullying.

We will support pupils who have experienced bullying to rebuild confidence, wellbeing and feelings of safety and, where appropriate, develop coping and assertiveness skills. This support does not place responsibility on the targeted pupil to prevent further bullying. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher

Where a Restorative Approach has failed to modify the behaviour of a pupil who has displayed bullying behaviour and the bullying is continuing or when sanctions are to be used, the parents/carers of the pupil who has displayed bullying behaviour will be invited to the

school to discuss their child's behaviour. A problem-solving approach will be adopted with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying….' While we firmly believe that all bullying is unacceptable and that the pupil who has displayed bullying behaviours should be made to accept responsibility for their behaviour and make amends, we understand that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving. We will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying, we will consider employing further longer-term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the pupil who has displayed bullying behaviour.

Following a substantiated bullying incident, the school will check back with the targeted pupil at an appropriate agreed interval to ensure that the behaviour has stopped and that they feel safe. Further monitoring will continue where necessary.

Our strategies include:

- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' or 'bubble' groups for identified vulnerable individuals.

Prevention

Our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy

- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes/Pupil voice box
- Working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing mixed age house systems to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites
- The school develops respectful communication through its Oracy/Prophetic Voice approach, teaching pupils to listen attentively, speak respectfully, disagree appropriately and value the voices of others.

Delivering the Curriculum for Positive Relationships and Anti Bullying
The PSHE curriculum plays a valuable role in preventative work on bullying. The PSHE curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Work on bullying as part of the PSHE curriculum is taught through:

- The lessons for PSHE in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- Designated lessons
- Other curriculum areas such as Religious Education and History
- Enrichment activities such as visits from the NSPCC / outside agencies
- Work on British Values which includes focus on tolerance, diversity and respect

Children's Consultation and Participation
We consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. Ways in which we audit how bullying is being addressed include, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying, reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. Pupil voice will be gathered in ways that provide pupils with space to express their views, appropriate support to do so, an audience with responsibility to listen, and feedback about how their views have influenced action.

Children actively participate in:

- Class and school councils
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys including questionnaires
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Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools. The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring

Links with Other Policies

This policy should be read alongside the following:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy
- Equalities Policy
- Complaints Policy

Head Teacher:	Ms S Seedat (Vania)	**Date:**	**September 2026**
Chair of School governor:	Mr I Dassu	**Date:**	**September 2026**

Land of Learning Nursery and Primary School

Bullying Incident Recording Form

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical/verbal/indirect/cyber/sexual/sexist/other)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	

Action taken	
Follow up action (including dates)	
Immediate safeguarding action required?	Yes/No
DSL informed?	Yes / No / N/A
Parents/carers informed:	date / method
Targeted pupil's views/wishes:	
Follow-up date:	
At follow-up, has the behaviour stopped?	Yes / No
Does the pupil report feeling safe?	Yes / No
Further action required:	
Outcome/decision and rationale:	
Signed (name)	