

Anti-Bullying Policy

Date: June 2026

Review Date: June 2027



Larkspur
Community Primary School

Overview

This Anti-Bullying Policy sets out Larkspur Primary School's approach to preventing, identifying, recording and responding to bullying (including child-on-child abuse and online harms). It clarifies roles, safeguarding linkages, recording and reporting procedures, adjustments for vulnerable pupils, graduated responses and governance oversight. The policy aligns with statutory guidance (Keeping Children Safe in Education, DfE guidance on sexual violence and sexual harassment, Behaviour in Schools, Equality Act 2010) and supports the school's values of Love, Acceptance, Respect, Kindness, Support, Positivity, Understanding and Resilience.

Introduction and definition

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying may be persistent, or it may be a single serious incident. Some one-off incidents (for example sexual harassment or physical assault) may constitute child-on-child abuse and/or safeguarding concerns and will be treated seriously and referred to safeguarding procedures where appropriate.

Bullying may constitute:

- **Physical bullying:** hitting, kicking, pushing, tripping, spitting, damaging belongings, threats of physical harm.
- **Verbal bullying:** name-calling, insults, teasing, intimidation, use of offensive language to hurt or humiliate.
- **Cyber-bullying:** misuse of phones, social media, messaging, images or video to abuse, threaten or humiliate. This can occur in or outside school hours and can have a significant impact on pupils' wellbeing.
- **Prejudicial bullying:** motivated by prejudice against a protected characteristic or perceived characteristic, including racist, homophobic, biphobic, transphobic, religious, or disability-related bullying.
- **Other forms:** sexual harassment, sexual violence, initiation/hazing behaviours.

Vulnerable groups

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

- Looked After Children (LAC)
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs and/or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an additional language (EAL)
- Children perceived to be gay, lesbian, bisexual or trans, or questioning their identity

Reasonable adjustments will be made to reporting and support arrangements for these pupils.

Aims and objectives

To prevent and reduce the occurrence of bullying in any form.

To ensure that pupils, staff and parents understand what bullying is and that it is always unacceptable.

To ensure clear, timely and consistent responses to incidents of bullying, including where incidents meet safeguarding thresholds.

To support victims and, where appropriate, address the needs of those who have carried out bullying behaviour, including identifying unmet needs (e.g. SEND, SEMH) and using restorative approaches.

To maintain accurate records, analyse data for trends and use this to improve prevention and response.

To make the policy accessible to pupils and families (child-friendly summary, translations on request) and to review it regularly.

Preventing bullying — education and culture

- A planned programme of prevention will run across the school: assemblies, PSHE, KidsSafe, ICT lessons, Anti-Bullying Week activities, and targeted interventions (including peer mentoring, restorative practice).
- Pupils are taught the difference between falling out/one-off incidents and bullying and are encouraged to report concerns to a trusted adult.
- Pupil voice: the school will involve pupils in developing anti-bullying strategies, run regular pupil surveys to strengthen prevention work.
- Staff will use positive behaviour strategies, praise and celebrate effort and progress to promote an inclusive environment.

Safeguarding and escalation

- All bullying incidents will be considered with regard to safeguarding. Where an incident meets safeguarding thresholds (e.g. sexual harassment/violence, child-on-child abuse, exploitation, serious physical assault), the matter will be referred immediately to the Designated Safeguarding Lead (DSL) and handled under the Safeguarding and Child Protection Policy and Keeping Children Safe in Education.
- The DSL will liaise with external agencies (children's social care, police, CEOP) as appropriate.

Roles and responsibilities

Governors:

- Support and challenge the headteacher in eliminating bullying.
- Require the headteacher to keep accurate records and to report termly, receiving an annual anonymised analysis of incidents and actions.
- Respond to parental requests to investigate within ten school days and ensure that complaints follow the complaints procedure.

Headteacher:

- Implement and monitor the anti-bullying strategy and ensure staff understand the policy and procedures, including when to escalate to the DSL.
- Ensure appropriate training and resources for staff, and set a school climate that reduces bullying risk.
- Ensure timely reporting to governors.

Teachers and staff:

- Take all forms of bullying seriously, intervene to prevent incidents, and support pupils involved.
- Record incidents promptly in the central recording system and follow agreed procedures.
- Where prolonged or serious bullying occurs, inform parents/carers and, after DSL involvement where necessary, relevant external agencies.

Parents and carers:

- Contact the child's class teacher in the first instance if concerned; do not attempt to deal with other pupils directly.
- Support the school's anti-bullying approach and encourage their child to be respectful and to report concerns.

Pupils:

- Follow school expectations regarding behaviour and reporting.
- Report incidents of bullying to staff or via agreed pupil reporting routes (trusted adult).

Recording, reporting and data analysis

- All bullying incidents and follow-up actions must be recorded on. CPOMS within 24 hours. Records must include: date/time, location, type of incident, pupils involved, witnesses, actions taken, outcomes and review dates.
- Records will be retained and processed in line with data protection requirements.
- Senior leaders will review incident data termly, analysing by pupil characteristic (e.g. protected characteristic, SEND, year group, location) to identify patterns and inform training and prevention strategies. Governors receive termly anonymised reports and an annual report on anti-bullying activity and outcomes.

Cyber-bullying and out-of-school incidents

- The school will respond to cyber-bullying that occurs outside school hours if it impacts pupils' safety or wellbeing at school.
- Staff will advise pupils and families how to preserve evidence (screenshots, dates, account names) and will record incidents centrally.
- Where necessary, the school will refer matters to CEOP or the police and follow DfE guidance on confiscation/searching of devices and lawful disclosure to third parties.
- The school will provide parents with guidance on online safety and steps to take when their child is victimised online.

Response and graduated actions

Immediate responses (victim)

- Provide a confidential interview and needs-led support: safety plan/Anti-Bullying Safety Plan, named trusted adult for regular check-ins, pastoral or counselling support where necessary.
- Inform parents/carers where appropriate and agree review dates.
- Make reasonable academic adjustments where needed and monitor attendance and wellbeing.

Immediate responses (alleged perpetrator)

- Interview with appropriate staff, inform parents/carers, record the discussion.
- Check for safeguarding concerns and for unmet needs (refer to SENCO/DSL where relevant).
- Apply proportionate responses: restorative conversations/meetings where appropriate, targeted interventions, behaviour plans, or sanctions in line with the Behaviour Policy. Exclusion will be a last resort and only in line with statutory guidance.

Serious or repeated incidents

- Convene a multi-agency meeting or behaviour planning meeting with parents, DSL, SENCO (if relevant) and other professionals.
- Consider a graduated approach (assess, plan, do, review), referrals for SEMH or SEND support, and additional monitoring.
- Use restorative justice approaches to repair harm where appropriate and safe.
- If criminal behaviour is alleged, refer to the police.

SEND, EAL and reasonable adjustments

- The school will make reasonable adjustments to ensure pupils with SEND or EAL can access reporting and support (visual tools, translated materials, communication aids, use of a trusted adult).
- Where behaviour may be linked to SEND or unmet needs, the school will follow the graduated SEND approach and involve parents and external agencies as needed.

Staff training and induction

- All staff (teaching and non-teaching) receive annual training on recognising and responding to bullying, child-on-child abuse, online harms and restorative practice.
- New staff and volunteers receive anti-bullying and safeguarding induction at the start of their employment.
- Training content will include record-keeping requirements, cyber-bullying procedures, supporting pupils with SEND/SEMH, and restorative approaches.

Pupil voice, monitoring and evaluation

- The school will involve pupils in the design and evaluation of anti-bullying work.
- The effectiveness of prevention activities will be evaluated annually through pupil/staff/parent surveys and incident data and will inform the school improvement plan.

Parental communication and complaints

- Parents should contact the class teacher in the first instance. The school aims to acknowledge parental concerns within 2 school days and provide a full response or plan within 10 school days.
- If parents remain dissatisfied, they should follow the school's complaints procedure, escalating to phase leader/deputy head/headteacher and ultimately the governing body.

Monitoring, review and governance oversight

- This policy will be reviewed by the headteacher and DSL annually (or sooner if statutory guidance changes) and presented to the governing body for approval.
- The governing body will receive termly anonymised incident reports and an annual report on anti-bullying activity and outcomes.
- The headteacher and DSL will monitor day-to-day implementation and report to governors on request.

Publication and accessibility

- The policy will be published on the school website. A child-friendly summary will be displayed in classrooms and provided to pupils; translated versions and paper copies are available on request from the school office.

Legislation and guidance (to be listed at end of policy)

- Keeping Children Safe in Education (latest)
- DfE guidance on sexual violence and sexual harassment between children in schools and colleges
- Behaviour in Schools guidance
- Exclusions guidance

- Equality Act 2010
- Online safety and CEOP guidance

Appendix: Templates and practical guidance (to include)

- Anti-Bullying Safety Plan template (for victim) with review dates and named trusted adult.