



Leamington Federation **Sydenham Primary School and Lighthorne Heath Primary School** **Anti-Bullying Policy**

At our schools, we aim to create a safe, happy and caring school environment in which every child matters. We aim for every person to feel valued, respected and included. We aim to offer every child broad, exciting and creative learning opportunities in a welcoming and attractive setting. We aim to work in partnership with parents, carers and the community to enable every child to reach his or her full potential. We aim to have high standards in all that we do and celebrate children's successes and achievements. We aim to promote a school ethos, environment and curriculum which encourages a healthy lifestyle. We aim to develop a healthy, successful school community, including children's social, emotional and behavioural skills. This policy will be implemented in conjunction with the school's Behaviour and Discipline, PSHE, Equal Opportunities and Exclusion policies.



UN convention on the Rights of the Child.

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Aims

- For every person in the school community to feel welcome, secure and happy.
- To prevent bullying from taking place by having anti-bullying strategies in place and building an anti-bullying ethos
- To deal effectively with situations where bullying does take place
- To challenge attitudes about bullying behaviour
- To increase understanding for bullied pupils

Definitions of Bullying

Bullying is meant to be hurtful and keep happening. Bullying can be direct ~ physical and / or mental, or indirect ~ leaving someone out or not talking to them.

Pupils may be involved in bullying behaviour at some point during their school life. It is a particularly negative and insidious feature of the complex system of power relations that tends to define groups of people living, working or studying together.

Bullying has a negative impact on emotional health, with symptoms that can include anxiety, depression and withdrawal.

Bullying is often a group activity and it can be carried out by pupils from a wide range of backgrounds and with a wide range of characteristics. Some pupils who use bullying behaviours may do so to feel powerful and in control, to frighten others or to get their own way in the short term. It may be a way of managing a situation that feels emotionally uncomfortable, or enacting previous experiences in a different role (for example if they are bullied at home). For pupils who are bullied, long-term effects can include unhappy and unfulfilling relationships, depression and low self-esteem. Promoting social, emotional and behavioural skills can help to reduce bullying; by learning about empathy and social responsibility, pupils are less likely to bully, and the targets of bullying should be better able to challenge it, having developed their self-esteem and learned to be more assertive.

Non-Statutory Guidance on PSHE and Citizenship

Pupils will be taught:

- At Key Stage 1~ that there are different types of teasing and bullying, that bullying is wrong, and how to get help with bullying
- At Key Stage 2 ~ to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; to realize the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help

Dealing with Bullying Behaviour

- There is a strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity.
- There is a planned approach in the curriculum to the issue of bullying in a context which promotes self-esteem and confident relationships. (for example, Circle Time; Peer Mediation training; role play; visitors to school; staff training; specific lessons re. bullying using materials provided by the DfE; nurture and Emotion Coaching)
- The school uses 'The Taking Care Project: Protective Behaviours' programme, and the DfE 'SEAL' (Social and Emotional Aspects of Learning) programme.
- Regular consultation with groups of pupils takes place to find out if bullying occurs and, if so, when, where and by whom.
- There are safe, quiet play areas for younger pupils or those who feel threatened at break times.
- Pupils are involved in procedures dealing with instances of bullying, for example, through Peer Mediation or School Council.
- The school uses restorative practices to improve outcomes for children and their families. Restorative practices are a set of behaviours and approaches that help build and maintain positive relationships, and are used to repair harm when there has been conflict.
- There is provision for follow up with victims of bullying and the bullies themselves (for example, through nurture group, 'bubble time' or counseling).
- A focus on emotional health and wellbeing can help to reduce bullying by developing the social emotional and behavioral skills which increase a person's capacity to recognise and respond to the feelings of others, to feel empathy and to show care and concern.
- Pupils' emotional health and wellbeing can be promoted if they are taught to recognise, respond to and manage their emotions, and if this teaching takes place in an emotionally healthy environment that encourages collaboration and does not tolerate anti-social behaviours.
- Early intervention: Staff will be vigilant for signs of bullying and always take reports of incidents seriously.

- Recording: All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents in class teachers' behaviour books, or the Senior Midday Supervisor's book. Behaviour books will be monitored regularly by the SENDCo, Associate and Executive Head Teachers.
- All reported incidents of bullying will be acted upon at an appropriate level. Both the victim and the perpetrator will be listened to and treated fairly. It is important that children who make disclosures to adults feel safe and supported. Staff encourage children to report any incidents of bullying straight away, so that they can be resolved sensitively and quickly.
- If bullying includes racist, sexist, sexual, homophobic or other abusive language, then it will be reported to the Associate / Executive Head Teacher and will be recorded on the Warwickshire online reporting system, using the Prejudice Related Incident Form. Copies of reports of racist incidents will be sent to the Local Authority on Prejudice Related Incident forms.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school).

Monitoring and Assessment

Pupils, teachers and visitors to the classroom will carry out regular evaluations of activities as part of the assessment process, reflecting on what they have learnt. They will evaluate activities and events to determine whether these met their objectives. Monitoring and assessment procedures are defined in the Monitoring Policy, Assessment Grid and Assessment Policy.

Equal Opportunities

All children in the Leamington Federation must be given full access to the curriculum with regard to anti-bullying. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Race Equality Statement

We offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.

This policy was ratified: September 2025

This policy will be reviewed: September 2026

Signed by the Head teacher

Juliette Westwood

Chair of Governors:

Richard Butler