

Lancaster Lane Primary and Pre- School



Anti-bullying Policy

Everyone in our school is valued for their uniqueness and is nurtured within a caring community to become a happy and successful individual.

February 2026

Introduction

At Lancaster Lane Primary and Pre-School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can effectively learn in a relaxed and safe atmosphere. We value the contribution each child makes to the life of the school and embrace individual's needs.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

School Context

The school serves the Clayton-le-Woods, St Ambrose and Farington areas of Lancashire. Our school sits within the lowest 25% of Chorley's most deprived areas. Just over 20% of pupils are eligible for Free School Meals. We have a significant number of families who are supported by our Family Support Lead and pastoral team in school.

Aims and Objectives of the Policy

- To promote a secure and happy environment for all, free from threat, harassment and any type of bullying behaviour to ensure children achieve their very best.
- To take positive action to prevent bullying from occurring.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment for all children.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- To ensure that everyone, staff and children, feel secure in reporting circumstances in which they feel they have been the victim of bullying.
- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To reduce and, if possible, to eradicate instances of all types of bullying.
- To clarify the reporting processes.
- To ensure that concerns such as bullying do not negatively impact pupils' attendance, so their learning remains uninterrupted and they are able to achieve their full potential.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

Current Government Guidance Used to Develop This Policy:

Behaviour in Schools September 2022 (DfE)

Preventing and tackling bullying (DfE)

Advice for Parents and Carers on Cyberbullying (DfE)

Keeping Children Safe in Education 2025(DfE)

Working together to Safeguard Children (DfE)

Our school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate and unkind behaviour, but is not bullying.

The Anti-Bullying Alliance (ABA) defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” (2017). It can happen face-to-face or through cyberspace (online, via social media or texting).

This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable – they may also be bigger, or older or have some other ‘power’ over the victim - the victim may also feel defenceless, like they are unable to do anything about it and may be afraid of the bully. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

The main types of bullying can be identified as:

- **Physical** - Kicking, hitting, pushing, punching or any use of violence.
- **Verbal** - Name calling, taunting, making offensive comments, spreading rumours.
- **Emotional** - Excluding people from groups, spreading hurtful and untruthful rumours, tormenting (e.g. hiding items, threatening gestures).
- **Racist** - Racial taunts, graffiti, gestures.
- **Sexual** - Unwanted physical contact or sexually abusive comments.

- **Homophobic** - hurtful or offensive comments about sexual orientation.
- **Online bullying, trolling and online gaming** - All areas of the internet, such as email and online chat misuse, mobile threats by messaging and calls and misuse of associated technology, ie. camera and video facilities (**See also Online Safety Policy**).

Child-on-child abuse

In our school, we are also very aware that child-on-child abuse could happen here. The definition of child-on child abuse is, *“Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, coercive control, hazing/initiation rituals between children and young people, both online and offline (including that which is within intimate personal relationships),”* (adapted from KCSiE). Staff are trained regularly on all aspects of safeguarding, including how to spot the signs and correctly support child-on-child abuse.

If the misbehaviour could be criminal, the police will be informed. It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying.

Policy

Lancaster Lane Primary and Pre-School will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Head Teacher to the Full Governing Board on a termly basis.

The definition of bullying is used as a guide to schools when reporting all bullying incidents. The Head Teacher regularly monitors incidents of bullying and reports to governors every term.

Dissemination of the Policy

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and the wider community. The school incorporates the anti-bullying policy into the staff handbooks, the school curriculum and whole school assemblies. All school staff are well informed and we take on board other opportunities to raise awareness e.g. anti-bullying week.

Procedures for Monitoring and Evaluation of the Policy

The school will monitor and evaluate bullying by:

- Keeping records of all incidents on CPOMS, using the “Bullying” category
- A range of data from pupil surveys.
- Parental complaints.
- Discussions at staff meetings and weekly DSL meetings.

Links with other relevant Policies

- PSHE
- Behaviour

- Safeguarding and Child Protection
- Single Equalities
- Online Safety
- SEND
- Attendance

Scope / Extent of the Policy

The policy includes the school site, and extends to outside school site (eg. school visits, trips, school transport and also online bullying which may take place outside of school) **‘where it would be reasonable for the school to regulate pupils’ behaviour in those circumstances’** (DfE 2017).

All cases of bullying will be treated individually and dealt with as deemed appropriate by the governors, senior leaders and teachers at the school. We aim to be measured and proportionate in our response which may involve sanctions for the bully, and support for the victim.

Staff Roles and Responsibilities

All staff are to be made clear about their roles and responsibilities in preventing and responding to bullying incidents including their responsibility to model positive relationships. Where an allegation has been made, an appropriate member of staff will respond to and investigate the allegations of bullying.

The member of staff will report to the Head Teacher, who may take further action if required.

Head Teacher – Mrs Linsey Hankin

All incidents involving allegations of bullying have to be immediately reported to the Head Teacher or in her absence a member of the Senior Leadership Team. All allegations will be investigated on the same day, by an appropriate member of staff or as soon as reasonably possible, and parents will be informed immediately. It is the role of the Head Teacher to ensure appropriate investigations have been carried out. Exclusion may be considered but advice will be taken by the Local Authority.

The Role of the Governors

- The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Board does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks her to

conduct an investigation into the case and to report back to a representative of the Governing Board.

The Role of Head Teacher

- It is the responsibility of the Head Teacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and support staff including welfare) are aware of the school policy and know how to deal with incidents of bullying.
- The Head Teacher has the power to exclude in serious cases - advice will be taken by the Local Authority where applicable.
- The Head Teacher reports to the Governing Board about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil has consequences.
- The Head Teacher ensures that all staff are well informed to deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff

- All incidents involving allegations of bullying have to be immediately reported to the Head Teacher or member of the Senior Leadership Team. All allegations will be investigated on the same day or as soon as reasonably possible by an appropriate member of staff and afterwards and parents will be informed as soon as possible.
- The staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records on CPOMS (including niggles) of all incidents that happen in their class and that they are aware of in the school.
- If a child is being bullied over a period of time, then, after consultation with the Head Teacher, their teacher informs the child's parents.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying.
- In every instance, staff will spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Head Teacher and, where appropriate, the Special Needs Co-ordinator (SENCo). We then invite the child's parents into the school to discuss the situation.

- In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the Inclusion Support Service or Play Therapists.
- Teachers are well informed which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of the Parents

Lancaster Lane Primary and Pre-School endeavours to have open and supportive communication with parents in relation to all bullying incidents. Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

- This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Specific Issues Statement

- Incidents can be reported confidentially.
- That all involved in the incident are listened to empathetically by professionals, parent/carer and peers.
- Victims of bullying are encouraged to report what has happened.
- Professionals work in collaboration with parent/carers when appropriate.
- School includes a procedure for parental complaints in their Anti-bullying policy (see the Complaints Policy on the school website).

Content of the Anti-bullying Curriculum / Programme

School staff will raise awareness of and tackle bullying through:

- PSHE (including national anti-bullying week during November each year)

- RE curriculum
- Circle time activities
- School assemblies
- Multi agency working eg. Compass Bloom

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Online Safety and Online Bullying

Knowsley City Learning Centre: monthly online safety newsletters shared with parents

School newsletter: weekly updates on online safety for parents to be aware of

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting'.

Policy renewal date: February 2027