



Anti-bullying Policy

Status	Date Established	Review Date
Statutory	September 2026	September 2027
Written by	Agreed with governors	
Five Lanes CE Primary School	September 2026	
Consultation		
Five Lanes CE Primary School Staff, Pupils and Governing Body		
Reference		

Aims and School Ethos

At Five Lanes CE Primary School, our overriding aim is that every pupil should feel safe, valued and treated with respect. Our school vision, "Working together to build a firm foundation for learning and flourishing," is reflected in our Christian values of Trust, Respect and Compassion and in our shared expectations to Be Ready, Be Safe and Be Respectful.

We are committed to creating an environment where positive relationships and exemplary behaviour are at the heart of productive learning. Everyone in our community is expected to maintain high standards of personal conduct, take responsibility for their behaviour and encourage others to do the same. We recognise that pupils learn best when they feel secure, included and confident that adults will listen and act when they have a concern.

Bullying of any kind is unacceptable at Five Lanes CE Primary School. If bullying occurs, pupils should feel able to tell an adult and know that their concern will be taken seriously, investigated and responded to promptly and appropriately. We want to maintain the principle in our existing policy that Five Lanes is a 'telling' school: children should not feel that they are telling tales when they seek help for themselves or someone else.

This commitment applies to behaviour in school and to school-supervised activities. The school will also consider bullying and harmful behaviour which takes place outside school, including online, where it affects a pupil's safety, wellbeing, education or the orderly running of the school.

Statement of Intent

Five Lanes CE Primary School is committed to providing a caring, friendly, safe and inclusive environment in which all pupils can learn and flourish. Every pupil has the right to be treated with dignity and respect and to participate in school life without fear of bullying, discrimination, harassment or intimidation.

We recognise that bullying can have a serious and lasting impact on a child's emotional wellbeing, mental health, attendance, relationships and ability to learn. It can also affect families and the wider school community. For this reason, concerns will not be dismissed as 'banter', 'just a joke' or an inevitable part of growing up.

The school will work proactively to prevent bullying, respond consistently when concerns arise and support all children involved. Our response will be child-centred and proportionate, taking account of the circumstances, the age and needs of the pupils involved, any additional vulnerabilities and the impact of the behaviour.

Where behaviour raises a safeguarding concern or may constitute child-on-child abuse, it will not be managed solely as a behaviour or bullying matter. Staff will follow the Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) without delay.

What is Bullying?

There is no single legal definition of bullying. For the purposes of this policy, bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts, intimidates or causes distress to another individual or group. Bullying may be physical, verbal, emotional, social or online. It often involves an imbalance of power which makes it difficult for the person experiencing the behaviour to defend themselves or make it stop.

Bullying can occur between pupils of the same age or different ages and may be carried out by an individual or a group. Technology can extend the reach and impact of bullying beyond the school day and can allow harmful material to be shared repeatedly or with a wide audience.

Not every disagreement, friendship difficulty or isolated incident of unkind behaviour is bullying. Children sometimes fall out, make mistakes or behave in ways that cause hurt. These incidents still matter and will be addressed in line with the school's Behaviour Policy. Staff will consider whether there is repetition, intent, impact, an imbalance of power or an emerging pattern when deciding whether behaviour constitutes bullying.

A single incident may also be sufficiently serious to require immediate safeguarding or disciplinary action even though it does not meet the usual definition of bullying. The absence of repetition will never be used as a reason not to respond to harmful behaviour.

Forms of Bullying

Bullying can take many forms and the examples below are not exhaustive. Different forms may overlap.

Emotional and social bullying

This may include deliberately excluding a pupil, isolating them from friendship groups, spreading rumours, manipulating friendships, humiliating or embarrassing someone, threatening gestures, hiding or damaging belongings, or deliberately encouraging others to reject or intimidate a pupil.

Physical bullying

This may include pushing, kicking, hitting, punching, biting, taking or damaging belongings, deliberately invading personal space or any other use or threat of physical violence.

Verbal bullying

This may include name-calling, insulting or humiliating comments, threats, repeated teasing, sarcasm, discriminatory language, spreading rumours or comments intended to undermine or intimidate another person.

Prejudice-based and discriminatory bullying

Bullying may be connected to actual or perceived difference. This can include prejudice relating to race or ethnicity, religion or belief, disability or special educational needs, sex, sexual orientation, gender reassignment, family circumstances, caring responsibilities, appearance, language or culture, or another characteristic or perceived difference. The school will challenge prejudice-based language and behaviour and will consider whether incidents require additional recording, safeguarding action or referral.

Sexual bullying and harassment

Sexualised comments, unwanted sexual attention or contact, sexual jokes, rumours, harassment, coercion or other harmful sexual behaviour will be taken seriously. Where conduct may constitute sexual harassment, sexual violence or another form of child-on-child abuse, safeguarding procedures will be followed. Such behaviour will never be normalised or dismissed as banter.

Online or cyberbullying

Cyberbullying is bullying that takes place through digital technology. It may include social media, messaging services, group chats, email, online games, shared documents or platforms, photographs, videos or other digital content. It can include threatening or abusive messages, deliberate exclusion from online groups, impersonation, posting or forwarding humiliating material, sharing images without consent, creating fake accounts, or using manipulated or AI-generated images, audio or video to cause harm.

Online behaviour can be particularly harmful because content can be shared rapidly, repeatedly and with a large audience. Harmful online behaviour which begins outside school may still affect pupils in school and will be considered in accordance with this policy, the Behaviour Policy, Online Safety Policy and safeguarding procedures.

Why it is Important to Respond to Bullying

Bullying hurts and can create a significant barrier to learning and participation. No pupil deserves to experience bullying and every member of our school community has the right to be treated with respect. Pupils who experience bullying need to know that adults will listen, protect them and take appropriate action.

Children who display bullying behaviour also need an effective response. Consequences may be necessary, but the school will also seek to understand the reasons behind the behaviour and help the child develop different ways of behaving. This does not minimise the impact on the child who has been harmed; it supports the school's responsibility to prevent recurrence.

Effective prevention and early intervention help to create a safe, disciplined and inclusive environment in which pupils can learn, develop positive relationships and fulfil their potential.

Objectives of this Policy

This policy is intended to ensure a shared understanding across the whole school community. Governors, staff, pupils and parents/carers should understand what bullying is, how concerns can be reported and how the school will respond. Staff should know how to identify possible bullying, record concerns, recognise patterns and distinguish behaviour matters from safeguarding concerns.

Pupils and parents/carers should be assured that bullying is taken seriously and that support will be available when concerns are raised. The school will not tolerate bullying and will work with pupils, families and, where appropriate, external agencies to prevent recurrence.

Our Community and Prevention

The Five Lanes community recognises that all forms of bullying, particularly where they are left unaddressed, can have a damaging effect on individuals and the wider school. Prevention is therefore an important part of our approach and is not limited to responding after an incident has occurred.

The school will promote positive relationships, mutual respect, consideration and care for others through its ethos, curriculum, collective worship, assemblies, behaviour expectations and day-to-day interactions. Staff will model respectful relationships and challenge language or behaviour which does not reflect our values.

We recognise that some members of our community may be more vulnerable to bullying or to its impact than others. This can include pupils with SEND or disabilities, pupils who are or have been looked after, young carers, pupils experiencing difficulties within their family, and pupils who are perceived to be different from their peers. Staff awareness of vulnerability will inform prevention, supervision and pastoral support.

Differences between people will be discussed openly and positively through age-appropriate curriculum opportunities. Staff will challenge discriminatory language, stereotypes and so-called 'banter' which undermines dignity, equality or respect. Pupils will be taught that being a bystander does not mean doing nothing; where it is safe to do so, they should seek help from an adult.

The school will maintain a high profile for anti-bullying work throughout the year, including through Anti-Bullying Week, PSHE/RSE, online safety education, assemblies, pupil voice and opportunities to develop social and emotional skills. We will review practice in light of changes in technology, emerging risks and the needs of our pupils.

Reporting Bullying

Pupils are encouraged to report anything that makes them feel unsafe, worried or unhappy, whether it is happening to them or to somebody else. They may speak to their class teacher, the Headteacher, the DSL or DDSL, or any other trusted adult in school. A child does not need to be certain that behaviour is 'bullying' before asking for help.

Parents and carers are encouraged to contact the school promptly if they are concerned that their child may be experiencing or displaying bullying behaviour. Early communication helps the school establish what has happened, identify patterns and put appropriate support in place.

Staff who receive a report will listen carefully, avoid making assumptions and reassure the pupil that the concern will be taken seriously. Staff cannot promise confidentiality where information may need to be shared in order to keep a child safe.

Responding to Bullying

When bullying is reported or suspected, the school's first priorities are to establish what has happened, consider the immediate safety and wellbeing of the pupils involved, and determine whether there is a safeguarding concern. The response will be proportionate and will take account of the nature, frequency, context and impact of the behaviour.

The school will normally speak with the pupils involved and, where appropriate, witnesses. Accounts may be gathered separately to avoid pressure or further distress. Staff will consider previous incidents and records so that behaviour which may appear isolated is not considered without its wider context.

Parents/carers will be informed where appropriate, particularly where bullying is substantiated, concerns are serious or additional support is required. In serious cases, or where the school considers that specialist advice is needed, outside agencies may be consulted.

The bullying behaviour or threat of bullying will be addressed promptly. The school will seek both to stop the behaviour and to reduce the likelihood of recurrence. The Behaviour Policy and this Anti-bullying Policy will be used together, with safeguarding procedures taking precedence whenever there is a safeguarding concern.

There will be appropriate follow-up and dialogue with those involved so that the school can check whether the behaviour has stopped and whether the child who experienced it feels safe and supported. Where a parent/carer remains dissatisfied with the school's response after concerns have been addressed through the appropriate school process, the school's Complaints Policy is available.

Recording and Monitoring

Accurate recording is important because bullying is often characterised by repetition or patterns over time. Bullying concerns and significant incidents will therefore be recorded on CPOMS in accordance with school procedures. Staff should record the concern, relevant context, actions taken, decisions made, communication with parents/carers, support provided and any agreed follow-up.

The Headteacher and DSL will monitor records to identify repeated incidents, patterns involving particular pupils, locations or times of day, prejudice-related concerns, online trends and any wider safeguarding implications. Information from records will be used to inform supervision, pastoral support, curriculum work and school improvement.

Records will be handled sensitively and in accordance with the school's data protection, safeguarding and information-sharing responsibilities.

Outcomes and Consequences

The response to substantiated bullying will be determined on a case-by-case basis.

Consequences will be proportionate to the seriousness, frequency and circumstances of the behaviour and will be applied in accordance with the Behaviour Policy. Serious or persistent behaviour may lead to significant sanctions, including suspension, and permanent exclusion may be considered in the most serious circumstances in accordance with statutory guidance.

An apology or restorative conversation may be helpful in some circumstances, but it will not be treated as an automatic outcome. A pupil who has experienced bullying will not be required to meet with, reconcile with or forgive another pupil if they do not feel safe or if staff judge that this would be inappropriate.

Following intervention, the school will monitor the situation to ensure that bullying has stopped and that there is no retaliation or change in the form of the behaviour.

Supporting Pupils Who Have Experienced Bullying

Pupils who have experienced bullying will be listened to, reassured and supported to feel safe.

They will have an immediate opportunity to talk with their teacher, the DSL/DDSL or another trusted adult of their choice. Staff will agree practical measures with the pupil where appropriate, rather than assuming what will make them feel safer.

Support may include regular check-ins, pastoral or ELSA support, work to rebuild confidence and self-esteem, changes to supervision or routines, support with friendships, and communication with parents/carers. Where a pupil has experienced online bullying, staff may also support them to preserve evidence, block or report accounts and access appropriate online safety advice.

Where needs are more significant, the school may work with the wider community or relevant services to obtain additional or specialist advice and support. This may include Early Help, children's services, health services or other appropriate agencies.

Supporting Pupils Who Display Bullying Behaviour

Pupils who have displayed bullying behaviour will be expected to take responsibility for their actions and understand the impact on others. Staff will discuss what happened, establish the concern and make clear why the behaviour is unacceptable.

Parents/carers will normally be involved so that school and home can work together to support change. The pupil may receive additional education, pastoral support or targeted work around relationships, emotional regulation, prejudice, online behaviour or other relevant needs. Where appropriate, the school will consider whether the behaviour itself is an indication that the pupil needs additional help or safeguarding support.

Consequences will be applied in line with the Behaviour Policy. Support for the pupil displaying bullying behaviour does not replace appropriate consequences and does not reduce the school's commitment to the safety and wellbeing of the pupil who has been harmed.

Cyberbullying: Additional Response

When responding to cyberbullying, the school will act as soon as a concern is reported or identified. Pupils and parents/carers may be asked to retain screenshots, messages, URLs or other evidence where it is safe and appropriate to do so. Staff will not ask pupils to forward illegal or indecent imagery.

Where possible, the school may take steps to establish what has happened by speaking with those involved, considering school systems where appropriate and identifying witnesses. Harmful content may be reported to the relevant service or platform and pupils may be supported to block accounts, adjust privacy settings or remove content.

Where online behaviour may constitute a criminal offence or raises a serious safeguarding concern, the school will consider involvement of the police, children's social care or other relevant

agencies. Any incident involving nude or semi-nude images will be managed in accordance with safeguarding procedures and relevant national guidance.

The school will continue to educate pupils about responsible use of technology, including the permanence and reach of online content, privacy, respectful communication, reporting concerns and the risks associated with sharing personal information or images.

Bullying Outside School

Bullying may take place away from school premises, including on journeys to and from school, on school transport, during school visits, in the local community or online outside school hours.

Where such behaviour affects a pupil's safety or wellbeing, disrupts learning, threatens another pupil or has an impact on the school environment, the school will consider what action it can reasonably and lawfully take.

Where behaviour outside school raises a safeguarding concern, the school's safeguarding procedures will be followed regardless of where the incident occurred.

Working with Parents and Carers

The school recognises the importance of working in partnership with parents and carers. Bullying can be distressing for families, and communication should be timely, respectful and focused on resolving concerns and keeping children safe.

The school will listen to information provided by parents/carers, explain the actions it is able to take and provide appropriate updates. In doing so, the school must also respect the privacy of other pupils and families and will not normally be able to share details of consequences, support or confidential information relating to another child.

Parents/carers are asked to encourage their child to report concerns, preserve relevant evidence where appropriate and avoid direct confrontation with other pupils or families. Concerns should be raised with the school so that they can be investigated and managed through the appropriate procedures.

Supporting Adults and Bullying or Harassment of Staff

Five Lanes CE Primary School is committed to a culture in which staff, parents/carers and other adults are treated with dignity and respect. Bullying, harassment, intimidation or abuse of adults is unacceptable, whether it occurs face-to-face or online.

Where a concern involves a pupil's behaviour towards an adult, the school will respond through the Behaviour Policy and, where appropriate, safeguarding procedures. Where a concern involves a parent/carer or another adult, the school will use the relevant school or Trust procedures and expectations for conduct.

Concerns about bullying or harassment between members of staff are employment matters and will be addressed through the appropriate EQUA Mead Learning Trust HR, grievance, dignity at work, conduct or other relevant procedures. This Anti-bullying Policy is primarily concerned with bullying involving pupils and does not replace Trust employment procedures.

Where an adult experiences threatening, abusive or harmful online behaviour, the school or Trust may consider steps to preserve evidence, report content, restrict contact, seek specialist advice or involve the police where appropriate.

Education and Training

All staff, including teaching staff, support staff, administrative staff, lunchtime staff, volunteers and other adults working regularly with pupils, should understand the school's approach to bullying and know how to report and record concerns. Staff training and safeguarding updates will reinforce the importance of recognising bullying, prejudice-related incidents, online harm and behaviour which may constitute child-on-child abuse.

Anti-bullying education will be embedded through appropriate curriculum and wider school opportunities rather than being confined to a single week. Assemblies, PSHE/RSE, computing and online safety, collective worship, stories, pupil voice and class discussions will be used to develop empathy, respectful relationships, resilience and the confidence to seek help.

The school will work with other educational settings and external organisations where this would support pupils, including at transition points or where concerns extend beyond the school community.

Roles, Monitoring and Review

The Headteacher is responsible for ensuring that this policy is implemented consistently, that staff understand school procedures and that concerns are investigated and monitored appropriately.

The DSL will ensure that safeguarding concerns arising from bullying are responded to in accordance with the Safeguarding and Child Protection Policy.

All staff have a responsibility to promote respectful relationships, challenge bullying and discriminatory behaviour, listen to pupils, record concerns appropriately and act without delay where there is a safeguarding concern.

The Local Governing Committee will provide appropriate oversight of the school's approach to behaviour, safeguarding and bullying and will hold leaders to account for the effective implementation of policy.

The school will review this policy annually and sooner where changes to legislation, statutory guidance, Trust procedures or school practice make this necessary. Monitoring information, pupil voice, parent/carers feedback, safeguarding information and behaviour records will inform review.

Other Relevant Policies and Guidance

This policy should be read alongside the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy, PSHE/RSE Policy, SEND Policy
- Equality Information and Objectives
- Complaints Policy
- Relevant EQUA Mead Learning Trust employment and HR policies.
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In reviewing and implementing this policy, the school has regard to current Department for Education guidance, including:

- Keeping Children Safe in Education 2026
- Guidance on school behaviour and preventing bullying
- 2026 guidance on preventing and tackling bullying and harassment of school staff.