



HORSFORTH NEWLAITHES PRIMARY SCHOOL

Anti-Bullying Policy

Policy owner	Headteacher
Category	Pupils
Approved by	Full Governing Body
Date approved	September 2026
Review date	September 2027

1. Purpose and principles

Horsforth Newlaithes Primary School is committed to a culture in which every child feels seen, safe and secure. Bullying is not tolerated in any form. We work proactively to prevent bullying, respond promptly when concerns are raised and support all pupils involved.

Our approach is relational, educative and consistent. We teach pupils how to build respectful relationships, recognise harm, seek help and make safer choices. High expectations and high standards of care belong together: pupils who have experienced bullying are protected and supported, while pupils who have bullied others are helped to understand the impact of their behaviour and make sustained change.

This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality Information and Objectives, SEND Policy, Allergy Safety Policy and Complaints Policy.

2. What we mean by bullying

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It commonly involves an imbalance of power, which may be physical, social, emotional, psychological or online.

Bullying can be direct or indirect and can happen face to face or online. A one-off incident, friendship difficulty or conflict will not normally meet the definition of bullying, but it will still be taken seriously and addressed through the Behaviour Policy. A single incident may also form part of a wider pattern, so staff will consider previous records and context.

Forms of bullying

- Physical bullying, including hitting, pushing, threatening or damaging belongings.
- Verbal bullying, including repeated name-calling, threats, insults or humiliating comments.
- Social or relational bullying, including deliberate exclusion, spreading rumours or encouraging others to isolate a pupil.
- Online or cyberbullying through messages, social media, gaming, images, video or other digital platforms.
- Bullying related to race, ethnicity, nationality, language, religion or culture.
- Bullying related to SEND, disability, medical needs, allergy, appearance or physical difference.
- Bullying related to sex, sexual orientation, gender identity or gender expression, including sexist, homophobic, biphobic or transphobic bullying.
- Bullying related to family circumstances, including being adopted, looked after or previously looked after, being a young carer or other home circumstances.
- Sexual bullying, including repeated sexualised comments, unwanted attention or harassment.
- Group bullying, including where several pupils target or isolate one pupil.

Allergy-related bullying

The Department for Education's 2026 statutory allergy guidance specifically recognises allergy-related bullying. This can include making fun of a pupil's need to avoid an allergen, deliberately excluding them because of allergy arrangements, threatening exposure to a known allergen or deliberately using an allergen to frighten or harm them. Such behaviour will be treated seriously under this policy and the school's Allergy Safety Policy.

3. Preventing bullying

Preventing bullying is part of the school's everyday culture rather than a response used only when incidents occur. The school will:

- Teach and reinforce the expectations We are Respectful, We are Responsible and We are Ready.
- Use One Life, Relationships Education, online safety teaching, assemblies and the wider curriculum to develop self-awareness, empathy, respectful relationships and responsible decision-making.
- Build strong relationships so that pupils know they are seen, listened to and able to seek help from trusted adults.
- Challenge unkind, discriminatory, sexualised or prejudicial language and behaviour early, even when it does not meet the definition of bullying.
- Teach pupils how to report concerns for themselves or others and make clear that reporting bullying is the right thing to do.
- Promote safe and responsible use of technology and teach pupils how to block, report and seek help online.
- Use pupil voice and behaviour records to identify patterns, vulnerable times or locations and emerging concerns.
- Raise awareness of allergy safety and the impact that allergy can have on wellbeing, in line with the Allergy Safety Policy.
- Provide staff training so that adults can recognise bullying, distinguish it from conflict or one-off unkindness, and respond consistently.

4. Reporting bullying

Pupils are encouraged to tell a trusted adult whenever they are worried about bullying, whether it is happening to them or to somebody else. Concerns can be raised with any member of staff.

Parents and carers should normally contact their child's class teacher in the first instance. Serious, urgent or safeguarding concerns can be raised with the Designated Safeguarding Lead, Deputy Headteacher or Headteacher through the school office on 0113 258 8645.

Parents and carers are encouraged to raise concerns directly with school rather than through social media or parent messaging groups. This helps the school gather information carefully and reduces the risk of further distress or escalation for children.

5. How the school responds

When a concern is reported	What the school will do
Listen and make safe	• Take the concern seriously and check whether anyone is at immediate risk. • Reassure the pupil and identify a trusted adult or practical support where needed.
Establish what has happened	• Gather information from those involved and relevant witnesses. • Consider previous records and the wider context so that patterns are not missed.
Record and share appropriately	• Record bullying concerns, decisions and actions on CPOMS. • Inform the DSL where there is a safeguarding concern. • Inform parents or carers where appropriate.
Respond and teach	• Use the Behaviour Policy to determine an appropriate response, consequence and support.

	• Support the pupil who has experienced bullying. • Help the pupil who has bullied others to understand impact, change behaviour and repair where appropriate.
Review	• Check that the bullying has stopped and that the pupil feels safe. • Escalate support or intervention where concerns continue or a pattern is emerging.

Where evidence does not show that a concern meets the definition of bullying, the underlying behaviour will still be addressed. Staff will remain alert to the possibility that further information or later incidents may reveal a pattern.

Behaviour responses and intervention

Bullying is a serious behaviour concern. The school will use the Behaviour Policy to determine the appropriate response. A pupil may move directly to Rebuild or to a senior leader response where the seriousness, persistence or impact of the behaviour requires this.

- Consequences will be proportionate to the behaviour and its impact.
- Restorative work may be used where it is appropriate and safe. A pupil who has experienced bullying will not be pressured into a restorative conversation.
- Where bullying or related behaviour persists, targeted support may move to Refocus, with specific behavioural targets and intervention.
- Where longer-term personalised support is required, a Personal Behaviour Plan may be used in line with the Behaviour Policy and Behaviour Practice Toolkit.
- Suspension or permanent exclusion may be considered in serious cases where the statutory threshold is met.

6. Supporting pupils

Pupils who have experienced bullying

- Will be listened to, reassured and taken seriously.
- Will be helped to feel safe, including through practical adjustments where needed.
- Will be offered appropriate pastoral support and follow-up.
- Will be involved, in an age-appropriate way, in decisions about support and next steps.
- May be referred for wider support where this is needed.

Pupils who have bullied others

- Will be helped to understand what happened and the impact of their behaviour.
- Will be given clear expectations about what must change.
- Will receive appropriate consequences, teaching and support through the Behaviour Policy.
- May receive targeted or personalised intervention where a pattern persists.
- Will be supported to repair harm where this is appropriate and safe.
- May be referred for wider support where behaviour suggests additional need or safeguarding concern.

A pupil's development, SEND, experiences and individual circumstances may help the school understand why behaviour has occurred and what support is needed. This understanding informs the response; it does not change the school's responsibility to keep children safe, protect learning and teach appropriate behaviour.

7. Safeguarding, discrimination and online bullying

Bullying can be a safeguarding issue. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the concern will be managed in line with the Safeguarding and Child Protection Policy and referred to the Designated Safeguarding Lead.

- Serious physical violence or threats.
- Sexual harassment or sexual violence.
- Coercion, intimidation or discriminatory abuse.
- Online abuse, exploitation or threats.
- Sharing nude or semi-nude images.
- Deliberate or threatened exposure to a known allergen where this creates a risk of harm.
- Bullying causing significant emotional distress or mental health concern.

The school will challenge prejudice-related bullying and harassment. In doing so, it has due regard to its duties under the Equality Act 2010, including the need to eliminate discrimination and harassment, advance equality of opportunity and foster good relations.

When bullying occurs online or outside school, the school may investigate and act where the behaviour affects pupils' safety, wellbeing, education or the orderly running of the school. Staff will not view, copy, print, forward or share nude or semi-nude images; these concerns must be passed immediately to the DSL.

8. Roles and responsibilities

- The Headteacher is responsible for ensuring this policy is implemented consistently and that anti-bullying practice is monitored.
- The Designated Safeguarding Lead oversees concerns that may involve safeguarding and ensures appropriate information is shared and action taken.
- All staff must take concerns seriously, respond promptly, record concerns appropriately and follow the school's Behaviour and Safeguarding procedures.
- Governors monitor the effectiveness of the school's approach through appropriate anonymised information and policy review.
- Parents and carers should raise concerns promptly and work in partnership with school.
- Pupils are expected to behave respectfully, report concerns and seek help when they or others are being harmed.

9. Recording, monitoring and review

- Bullying concerns, decisions and actions are recorded on CPOMS.
- Records identify relevant categories such as bullying, alleged bullying, cyberbullying, prejudice-related incidents or safeguarding concerns.
- Leaders review patterns involving pupils, groups, locations, times of day, protected characteristics, medical or allergy-related vulnerability and online behaviour.
- The Headteacher and DSL report appropriate anonymised information to governors.
- The policy is reviewed annually, or sooner if guidance changes or monitoring identifies a need.