



<b>POLICY:</b> Anti-Bullying	<b>SIGNATURE CHAIR OF GOVERNORS:</b> <i>Gravin C Brown</i>
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<b>FREQUENCY OF REVIEW:</b> Annually	
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# ANTI-BULLYING POLICY

## FOR OXLEY PRIMARY SCHOOL

VERSION: December 2025

This policy is written in line with the Equality Act 2010 and the DFE's advice document ["Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies"](#). Further information can be found on the DFE website.

Paper copies of this information can also be provided on request by contacting the school office.

At Oxley Primary School, all members of the school community: staff, Governors, pupils and parents/carers, agree that all forms of bullying are wrong and work together to create a school ethos in which bullying is regarded as unacceptable. We are committed to safeguarding and promoting the welfare of all stakeholders of our school community and expect all staff and volunteers to share this commitment to enable everyone to work within a safe environment. Our staff and Governors work actively to do all they can to prevent bullying, and as such, this policy is reviewed and amended by the whole school community, as required.

## Aims of our Policy

- To provide a safe, caring environment for the whole school community
- To ensure all Governors, teaching and non-teaching staff, pupils, and parents/carers have a shared understanding of what bullying is and isn't, and know how to report if they suspect there may be an incident of bullying
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To deal with parents/carers' concerns and keep them informed of actions taken in response to a complaint.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year.
- To fully investigate any report of bullying and ensure detailed records are kept of incidents, reports and complaints.
- To help those who are targets and those who engage in bullying behaviour.

In line with the protected characteristics under the **Equality Act 2010**, our school will not tolerate any discrimination, harassment or bullying behaviour because of:

Bullying based on **disability (disablist)** is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories, or association with someone with a disability/special need.

Bullying based on **gender reassignment (transphobic)** is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on **race or ethnicity (racist)** is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race

Bullying based on **religion or belief** is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on **sexual orientation (homophobic or biphobic)** is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on **sex (sexist)** is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Bullying based on **pregnancy or maternity** is where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity.

Additional forms of bullying based on vulnerability will also not be tolerated:

<p>Bullying based on <b>appearance or health conditions</b> is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).</p>	<p>Bullying based on <b>weight</b> is where the motivation for bullying behaviour is related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.</p>	<p>Bullying based on <b>home circumstance</b> is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, or whether they are from a low-income family or in receipt of free school meals.</p>
<p>Bullying based on <b>being new to the school.</b></p>	<p>Bullying based on being <b>entitled to Free School Meals or from disadvantaged backgrounds</b></p>	<p>Bullying based on <b>being a looked-after child.</b></p>

**Other related policies**

- [Behaviour Policy](#)
- [Online Safety Policy](#)
- [Relationships and Health Education Policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Equality and Diversity Policy](#)
- [Complaints Policy and Procedures](#)
- [Whistle Blowing Policy](#)

Several  
Times  
On  
Purpose

**Bullying**

Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power which can happen face to face or online'. At Oxley Primary School, staff and children also define bullying as something that happens:

Using this definition helps children to understand the seriousness of bullying compared to other unacceptable forms of behaviour. In addition, our "Talk" acronym encourages our children to share their concerns and look after one another.

**T**ell a trusted adult.

**A**sk for help (help)

**L**ook after others ♥

**K**now what bullying is.

The Headteacher and Deputy Headteacher are ultimately responsible for deciding whether the behaviour is persistent enough to qualify the behaviour as 'bullying'. We therefore believe it is important to review and maintain records to be able to identify the extent of pupil(s) who are engaging in bullying behaviour and whether the frequency can be defined as 'several times.'

Bullying, whether verbal, physical, cyber or psychological, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Whilst the Headteacher and Deputy Headteacher share lead responsibility in dealing with bullying behaviours, incidents may be brought to the attention of any member of staff by the children themselves, their friends, their parents/carers, or other interested people. Oxley Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of "banter" or "growing up".

### **Friendship fallouts**

It is important to understand that bullying is not occasional falling out with friends, name-calling, arguments or when the occasional 'joke' is played on someone; children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and conflicts and how to resolve them. These incidents are managed by all staff at school by following the school's [Behaviour Policy](#) and PSHE curriculum to ensure that children's ability to resolve conflict is developed and supported in an age-appropriate manner. At Oxley, a range of supportive opportunities may be used, such as: restorative approach discussions, check-ins with our emotional and well-being lead, play buddies, social support, friendship groups or adapting the curriculum (for example, additional PSHE lessons) to prevent occasional incidents from developing into repetitive, intentional and hurtful behaviour of a person or group.

### **Bullying Prevention**

Our [Behaviour Policy](#) is key to providing a caring environment. Consistent promotion of good behaviour and reinforcement of our rules is an important part of preventing bullying. Our School ethos is regularly promoted in assemblies, in lessons and displayed throughout the school and aims to support the entire school community to make the most of every day, so that we can be the best we can.



Preventing, early identification, appropriate management and raising awareness of bullying are an essential part of the school's approach to keeping incidents in our school to a minimum. Stereotypical views are challenged, children's personal characteristics are protected, and children learn to appreciate and view differences positively in others. Children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying. We also take on many preventative strategies, which include:

- Establishing a climate in which bullying is not acceptable (e.g. through the **Anti-Bullying Policy**, the School Charter and a clear system for reporting bullying)
- Educating children about bullying and skills to intervene (through curriculum lessons, National Anti-Bullying Week activities, assemblies and school visitors)
- Promoting diversity and cultural differences through lessons and whole school projects, e.g. Black History Month and our annual Windows, Mirrors and Doors focus.
- Encouraging children to tell any adult in school if they are concerned that they or someone is being bullied and to understand they will be listened to.
- Assessing bullying in school regularly (e.g. through pupil and parent surveys)
- Provide Anti-Bullying CPD training to all school staff, including lunchtime supervisors.
- Educating school staff about how to prevent and deal with incidents of bullying (through training and staff meetings) and build positive relationships with pupils so they can discuss concerns and worries openly.
- Supporting children in developing positive social skills when outdoors through the use of Playground Leaders and sports coaches.
- Pupil-led initiatives and peer support schemes (e.g. the School Council and play buddies)
- A calming Zen Den – a dedicated, safe and nurturing space during break and lunchtimes
- A well-being club run by our Mental Health practitioners
- Working as a community (e.g. having visitors, such as the Police, visiting the school to talk about behaviour and choices children have)



### **What is 'Everyone's Welcome?'**

Everyone's Welcome is an initiative and framework designed by Leicestershire

County Council and Leicester City Council, based upon the "No Outsiders" work written and produced by Andrew Moffat to teach the Equality Act (2010) to primary school children. The driving focus of the programme is that everyone is welcome and there are no outsiders in schools. As children grow up, differences can feel like a barrier to friendship. It is important that children feel proud of who they are and know they are accepted without judgment and not feel they should have to change to fit in. It is also important that our children understand that differences should be embraced and respected.

### **What does it look like at Oxley?**

Everyone's Welcome is taught from EYFS up to Year 6 through a selection of picture books. In Early Years and Years 1 and 2, picture books are used to show where characters are different, but regardless of this, they are also friends, and they play together. The aim is for the children to see themselves reflected in the texts we read. As children move into Key Stage 2, they explore reasons why some people may feel left out. The scheme aims to prepare them to disagree with discrimination, challenge prejudice and show acceptance. No Outsiders is a whole school approach which uses assemblies and story books to teach children about all aspects of difference and diversity. These principles are promoted in the Equality Act (2010) and are in line with British Values.

## What does the law say? The Equality Act 2010

Difference is protected under British Law. The Equality Act of 2010 has very clear aims guiding schools. As public bodies, we need to:

- Have due regard for the need to eliminate discrimination
- Advance equality of opportunities
- Foster or encourage good relations between people who share a protected characteristic and those who do not

## Types of bullying behaviour

Bullying behaviour can take various forms, including those listed below:

- Physical (including taking and damaging belongings, kicking, hitting)
- Verbal (including name-calling, threats, offensive remarks, taunting, insults, nasty teasing)
- Psychological (including spreading rumours, gossiping, gaslighting and exclusion from social groups)
- Cyber (including abusive texts or emails, deliberately excluding others online (carried out on electronic devices, such as PCs, laptops, smartphones, tablets, gaming consoles or smartwatches) via apps, AI, gaming and/or social media)

Further information regarding cyberbullying can be found within our [Online Safety Policy](#).

All members of the school community have a responsibility to report bullying, and children and adults are also educated within school about the role of the **'Upstander'**. In order to reduce incidents of bullying and recognise bullies, all staff at Oxley are vigilant for early signs of distress in pupils. Signs of bullying may include:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Psychological:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness with no reason given, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## Reporting Bullying

All children at Oxley are encouraged to **Stop 'n' Talk** if they feel they are being bullied or if someone they know is being bullied. Children are taught and encouraged to report their concerns to any member of staff or to their parents/carers, who should speak to the school immediately. All classes also have a communal **Listening Box** where children can post their concerns. The school's proactive School Council regularly meet to discuss how it can further improve its Anti-bullying stance and promote the prevention of bullying behaviours. Collaboratively, they developed a whole school charter to encourage **Reaching out**, **Speaking loud** and **Standing up** through the promotion of caring for others, reporting bullying behaviours and the important role bystanders play too.

Police will be notified where a criminal offence may have been committed.

# OXLEY'S ANTI-BULLYING CHARTER

If you hurt **ONE** of us, you hurt **ALL** of us.

## REACH OUT

- Check in with people
- Listen to one another
- Be the friend you'd want to have



Who to tell?

- School staff
- friends
- family
- childline 0800 11 11

## SPEAK LOUD

- Share your feelings
- If you see bullying behaviour, report it!
- If you see something online, report it!
- No MEANS No!



Several  
Times  
On  
Purpose

## STAND UP!

- Take responsibility
- Stamp out stereotypes
- Kindness always wins!



Play your part:  
bystanders have  
a role too!

Tell a trusted adult  
Ask for help  
Look after others  
Know what bullying is

### Parental involvement

If a parent is concerned that their child is being bullied, they should report their concerns by speaking to their child's class teacher in the first instance. We strongly encourage parents/carers not to attempt to resolve the issue themselves by speaking to the child whom they think may be the bully or speaking to their parents/carers. We also strongly advise not to encourage their child to 'bully the bully back'. Both of these steps will only make the problem harder to resolve. All concerns will be taken seriously and investigated.

## **Bullying of school staff**

Bullying of staff members, whether this be by pupils, parents/carers or other members of staff, should be reported to the Headteacher or Deputy Headteacher in the first instance, who will involve the SLT (senior Leadership Team) and Chair of Governors where applicable. If concerns being raised relate to the Headteacher, staff should contact the Chair of Governors.

## **Responding to reported incidents**

In response to a complaint of bullying, the following procedure will be followed by the Headteacher, Deputy Headteacher, or the most senior member of staff in their absence.

- **All** cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or the most senior member of staff in their absence. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff will begin an initial investigation to establish the facts through discussion and build an accurate picture of events over time, by speaking to the pupil(s) allegedly engaging in bullying behaviour, target(s) and adult witnesses, as well as parents/carers and pupil witnesses/bystanders where necessary and appropriate.
- If the allegation of bullying is upheld, the Headteacher (or senior leader) will ensure that the pupil(s) who have engaged in bullying behaviour fully understand the consequences of their actions on the bullying behaviour, and apologise without reservation.
- Both parties will be clear that a repeat of these behaviours will not be acceptable and sanctions will be applied to the pupil(s) who have engaged in bullying behaviour, depending on severity, circumstances and persistence. **Sanctions may include: Loss of break or lunchtimes for a period determined by the Headteacher; withdrawal of privileges/ membership from school clubs or position of responsibility; and/or withholding participation in events that are not an essential part of the curriculum.**
- Following the investigation, separate discussions will be held with parents/carers of the target of bullying behaviour (s) and pupil(s) who are engaging in bullying behaviour(s).
- If the situation does not improve, the Headteacher or Deputy Headteacher will meet with the parent/carer(s) of the pupil(s) engaging in bullying behaviour again and agree on clear expectations and boundaries which will be shared with the pupils involved.
- Any additional incidents will lead to further intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. For example, a risk assessment may be written for repeated incidents.
- School will work with both parties to offer support and change of bullying behaviour, which may include:
  - Providing a Pastoral Support Programme for the target of bullying behaviour with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
  - Providing a Pastoral Support Programme for the pupil(s) who are engaging in bullying behaviour. This may include a Behaviour Support Programme and further opportunities in lessons or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.
- Any necessary action will be taken, in line with the school's [Behaviour Policy](#), until the bullying has stopped. *This may include exclusion where necessary, although this will be a last resort and only if every effort to resolve bullying behaviour has been unsuccessful.*

Records of all bullying allegations are kept on specific forms (**Appendix 1**), which are stored in a file in the Headteacher's office. A copy of this will also be recorded on CPOMS. This information will be used to identify

patterns and/or trends to target areas of need. Anonymised information will be shared and discussed with Oxley's Governing Body at least termly.

### **Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be a criminal offence or poses a serious threat to a member of the public, the police will always be informed. If both the target(s) of bullying behaviour and the pupil(s) who engaged in bullying behaviour are from our school, action will be taken as if the incident had occurred within the school, and this includes informing parents/carers.

**Appendix 1 - Bullying Incident Form**

<b>Name of target of bullying behaviour:</b>		<b>Name of pupil(s) / alleged pupil(s) who engaged in bullying behaviour:</b>	
<b>Date the incident is reported:</b>		<b>Member(s) of staff reported to/ witnessed by:</b>	
<b>Location of incident:</b> (playground, classroom, etc)		<b>Others involved:</b> (including bystanders)	
<b>Date and Time:</b>			
<b>Type of bullying (tick all that apply)</b> <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Psychological <input type="checkbox"/> Cyber	<b>Form of bullying</b> <i>linked to protected characteristics and vulnerability (tick all that apply)</i>		
	<input type="checkbox"/> race or ethnicity (racist) <input type="checkbox"/> religion or belief <input type="checkbox"/> sex (sexist) <input type="checkbox"/> sexual orientation (homophobic or biphobic) <input type="checkbox"/> disability (disablist) <input type="checkbox"/> age <input type="checkbox"/> gender reassignment (transphobic) <input type="checkbox"/> marriage and civil partnership <input type="checkbox"/> pregnancy and maternity	<input type="checkbox"/> appearance <input type="checkbox"/> weight <input type="checkbox"/> health conditions <input type="checkbox"/> Home circumstance <input type="checkbox"/> being entitled to free school meals <input type="checkbox"/> disadvantage background <input type="checkbox"/> looked after child	
<b>Details of the incident:</b> (attach additional notes or other evidence if necessary)			

**Initial action taken:**

- Parents/carers of the target of bullying behaviour informed.
- Parents/carers of pupil(s) who engaged in bullying behaviour informed.

**Further action required (including dates):**

**Final outcome:**

**Further review if required:**

**Signed**

**Date:**