Anti-Bullying Strategy

Last revised: October 2026 **Next Review:** October 2028

Policy Owner: Head of PSHE **Signed:** Ed Currie

Chair of Governors

At Lyndhurst School, every child has the right to learn in a safe, supportive, and respectful environment. Bullying of any kind is unacceptable and will be dealt with promptly, fairly, and consistently. This policy sets out how we prevent, identify, and respond to bullying, and how we support both victims and perpetrators to achieve positive outcomes.

Policy Statement

This is a whole school policy and applies to all members of Lyndhurst School.

This policy has been developed with reference to the non-statutory DfE advice *Preventing and Tackling Bullying* (July 2017)

All members of the community, including governors, teaching and non-teaching staff, pupils and parents should understand what bullying is and be familiar with the Anti-Bullying Strategy. The aims of this Policy are therefore to:

- Demonstrate that the school takes bullying seriously and that it will not be tolerated;
- Take measures to prevent all forms of bullying in the school and on off-site activities;
- Support everyone in the actions to identify and protect those who might be bullied;
- Demonstrate to all that the safety and happiness of every pupil and indeed member of the school is enhanced by dealing positively with bullying;
- Promote an environment where it is **not** an offence to tell someone about bullying; or
- Promote positive attitudes in pupils (including assertiveness training).

This Policy should be read in conjunction with the school's policies for Equal Opportunities, Safeguarding, Behaviour, Exclusion as well as those for RSE, PSHE and our schemes of learning for the promotion of the spiritual, moral, social and cultural development of pupils.

This Anti-Bullying Strategy is compliant with the *Equality Act 2010*. The policy has regard through significant requirements to the relevant legislation and current DfE guidance, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children, Cyber bullying: advice for headteachers and school staff a*nd *Preventing Bullying*.

Review Cycle

This document will be reviewed:

- Biennially
- after incidents that relate to, or impact on, bullying in school
- any time there is an update or change to anti-bullying guidance or legislation.

Associated Policies and Documents

- Lyndhurst School Promotion of Positive Behaviour Policy
- Lyndhurst School E-Safety Policy
- Lyndhurst School Parents' Contract
- Lyndhurst School Staff Code of Conduct
- Lyndhurst School Safeguarding and Child Protection Policy

Roles and Responsibilities

Governors

The School's Board of Governors are responsible for ensuring bullying at the school is prevented in so far as reasonably practicable by the drawing up and implementation of an effective anti-bullying strategy.

The School's Board of Governors are responsible for ensuring that a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

The day-to-day responsibility for ensuring that this policy is effectively implemented, and records are kept has been delegated to the Headmistress and her staff.

The Deputy Head and Head of Learning Support

The school's Pastoral Leads and, as such, have overall responsibility for dealing with behaviour and sanctions, including bullying.

Form Tutors

Will:

- Be responsible for liaising with the Deputy Head over all incidents involving pupils in their form;
- Be involved in any agreed strategy to achieve a solution; and
- Oversee the teaching of the anti-bullying in PSHE and RSE programmes.

Staff

All staff, whether academic, pastoral or support, have a responsibility to ensure the wellbeing of all pupils. This includes taking a proactive approach to preventing bullying.

All Staff

Will:

- Know the Policy and procedures;
- Be observant and to ask pupils about their experiences;
- Deal with incidents in accordance with the Policy;

- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity; and
- Participate fully in the delivery of the PSHE and RSE

Aims and Ethos

Lyndhurst School does not tolerate bullying in any form.

All children have the right to feel safe and secure at school, and to be protected from harm. That includes the harm caused by bullying, either physical or emotional.

Lyndhurst School aims to have clear anti-bullying policies which are communicated to parents, pupils and staff, and effectively implement them by creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success.

Definition of Bullying

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying, both physical and emotional, is very serious and can cause psychological damage and all staff have a duty to act where bullying is taking place.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

In attempting to differentiate between bullying and other forms of behaviour, it may be helpful to consider 'STOP': that is whether the act is repeated 'Several Times On Purpose'. Behaviours which are repeated several times on purpose should be considered to be bullying.

Not all harmful behaviour between children is bullying, and some behaviour is serious even if it happens only once. This includes sexual harassment or sexual violence, physical abuse, sharing nude or semi-nude images (including AI-generated images) and abuse online. This behaviour is child-on-child abuse. It is never dismissed as 'banter' or 'part of growing up', and it is dealt with under the child-on-child abuse section of the Safeguarding and Child Protection Policy.

Proactive Prevention and a culture of respect

To prevent bullying occurring in the first place, all staff have a responsibility to take a proactive and whole school cultural approach by:

- gathering intelligence about issues between pupils which might provoke conflict and taking steps to resolve this conflict at an early stage.
- developing strategies to prevent bullying occurring in the first place. Such as: talking to pupils about issues of difference,

  - in lessons,
  - through dedicated events or projects,
  - through assemblies.
- creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- ensuring that values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. It is our aim to make sure that parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and in return parents are expected to reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, appearance related difference, or a child questioning their gender. Also, children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice-based language is unacceptable
- use specific organisations or resources for help with particular problems. Where necessary, we draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training (see below).
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. We aim to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.
- celebrate kindness. Being kind and being yourself are at the heart of our school 'Be' values. Our Spirit of Lyndhurst awards, which can be given every week, are based on these values and recognise pupils who show them.

Procedures for dealing with bullying

Staff should observe children under their immediate supervision and be alert to possible bullying incidents.

If an incident is reported:

- Both sides should be heard and the matter dealt with sensitively so that both can return to the group successfully.
- Apologies and "forgiveness" should be the desirable outcome of most minor incidents.
- Class teachers may be able to resolve incidents within their own forms by discussion and or involving the group concerned in a problem-solving approach.
- Incidents of poor behaviour, conflict and bullying should be recorded on the school MIS (HUBmis) so that recurring incidents and trends can be identified.
- Where necessary the school will involve parents in the anti-bullying process.

Sanctions

Any disciplinary sanctions implemented will reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying).

Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

For more information about the sanctions process at Lyndhurst School see the **Promotion of Positive Behaviour Policy.**

Restorative approaches (restorative conversations, mediation) are considered where appropriate, not just punitive sanctions.

The organisations listed in the 'further resources' section of DfE advice *Preventing and Tackling Bullying* (July 2017) provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Parents: How to report an incident of bullying

We always encourage pupils to speak to a member of staff to resolve any issues before the end of the school day so that the pupil feels confident attending school the next day.

If parents wish to report or resolve bullying incidents, they **should not** approach other children or parents but discuss the matter and any action to be taken with, in the first instance, their child's Class or Form teacher. If the class/form teacher cannot satisfactorily resolve the situation, then this will be escalated to the Deputy Head. Parents can expect an initial acknowledgement within 2 school days. A request to meet about bullying is not in itself a complaint, but if parents remain unhappy with how the School has handled the matter, they can raise it under the Complaints Policy.

Procedure If a Pupil Should Witness Bullying Behaviour.

A pupil should:

- Support the victim by offering friendship and make it clear that in their opinion what they have witnessed is wrong;
- Tell a member of staff straight away. Pupils should never be expected to confront the person doing the bullying themselves; and
- Be reassured by an appropriate adult that the bully is being dealt with and that there will be no further repercussions. This is particularly important if the witness was the person who reported the incident in the first instance and so could be viewed as having 'told tales' by the bully

School Council or pupil leadership structures are channels for promoting anti-bullying awareness and feedback.

Recording and monitoring

So that it is easy to report bullying, including cyber-bullying and bullying outside school, all incidents of poor behaviour will be recorded on HUBmis, the school's MIS.

Incidents of unkindness aimed at a particular pupil should be logged on HUBmis under the sub-type 'Targeted unkindness'. This includes incidents that have not met the definition of bullying but may be the start of a pattern, and incidents identified as bullying. In the record, staff should state whether the incident has been identified as bullying or is being monitored for a possible pattern. This helps us to keep track of potential issues so that bullying can be prevented as far as reasonably practicable. All such incidents should immediately be drawn to the attention of the Deputy Head.

The Deputy Head and the DSL monitor HUBmis records regularly to ensure patterns are spotted.

Where bullying raises any concern about a child's safety or welfare, it must also be logged on My Concern and reported to the DSL or a Deputy DSL straight away, in line with the Safeguarding and Child Protection Policy.

Where an incident of bullying has been identified, then both the victim and perpetrator will be closely monitored to ensure that procedures put in place have been effective to prevent reoccurrence and allow positive reintegration, for both perpetrator and victim. Information sharing will take place during weekly staff briefing.

Reporting of Incidents to outside agencies

Where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, then the bullying incident should be treated as a child protection concern. In this case normal child protection procedures, including reporting to external agencies including the police or Children's Social Care, will be followed.

Intervention - Support for pupils who are bullied

The school will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need.

Such interventions may include:

- a quiet word from a teacher that knows the pupil well,
- regular support from a member of staff trusted by the pupil,
- creating an action plan in consultation with parents,
- providing formal counselling through an outside agency,
- referring to local authority children's services,
- an Early Help assessment, or a referral to Mindworks Surrey (mental health services for children and young people).

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. The school will ensure that appropriate provision is made for a child's short-term needs, including setting out what actions they are to be taken when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then the school would consider whether the child will benefit from being assessed for SEN.

Training

Staff receive regular training so that they:

- understand the principles of the school policy,
- know what their legal responsibilities are,
- can identify both those at risk from bullying, and those likely to perpetrate it,
- know what action to take to resolve and prevent problems,
- are aware of the sources of support that are available.

This training takes place through staff discussion, INSET training (online and face-to-face) and visits from specialist agencies which is delivered to children, staff and parents.

Anti-bullying Education

A culture of respect permeates the entire ethos of the school. This is supported by educational elements through:

- personal, social and health education (PSHE),
- assemblies,
- projects,
- drama,
- stories,
- literature,
- Anti-Bullying Week, which we mark every year in November.

Discussions include promoting an understanding of differences between people and the importance of avoiding prejudice-based language to promote understanding and tolerance of people with differences and to make sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Cyber-bullying

With increasing availability to children of electronic devices that give unrestricted access to the internet, online safety is an important part of Lyndhurst School's safeguarding and anti-bullying arrangements. Limitations in the provision of hardware and the vigilance of teachers and parents have a part to play in the safeguarding and protection of pupils at school, children at home and in society in general. However, it is not possible to deny access to technologies which have both good and injurious potential. The ultimate protection is in the good sense of young people in the knowledge of what is available to them and the risks to which they may be subject.

Further guidance on e-safety can be found in the school's **E-Safety Policy** and **Safeguarding and Child Protection Policy**.

There is regular online safety education through PSHE/Computing lessons as proactive prevention.

Cyber-bullying can include the use of artificial intelligence (AI), for example to create or share fake images, videos or messages of another pupil. This is treated as seriously as any other form of bullying. Any fake image that is nude or sexual must be reported to the DSL immediately as a safeguarding concern.

Recording and Reporting cyber-bullying

Any incidents of cyber-bullying will be recorded on HUBmis, and appropriate action will be taken.

Staff should report all incidents to the Deputy Head, who will then take responsibility for:

- ensuring the person being bullied is supported and that normal procedures for dealing with bullying are applied,
- for investigating and
- informing the DSL (Emma Morgan) or a Deputy DSL (Katie Price or Charlotte Goswell), who will contact external services if appropriate.

Any search of a pupil's device is carried out by the Headmistress or a member of staff she has authorised, in line with the DfE's guidance Searching, screening and confiscation. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Guidance on dealing with child-on-child sexual violence or sexual harassment is included in the schools **Safeguarding and Child Protection Policy**; but it should be noted here that staff should not view or forward illegal images of a child.