



Anti-Bullying Policy

Policy Statement

At Linchfield Academy, everyone has the right to feel safe, respected, valued and included. We are committed to providing a caring, supportive and inclusive environment in which bullying is not tolerated.

We recognise that bullying can have a significant and lasting impact on a child's emotional wellbeing, attendance, behaviour, relationships, learning and sense of belonging. We therefore take all concerns about bullying seriously and respond promptly, consistently and proportionately.

Our approach is based on prevention, early identification, effective intervention, appropriate support and ongoing monitoring.

Linchfield Academy promotes positive relationships, respectful behaviour and a strong sense of belonging. We expect all members of our school community to treat others with kindness, dignity and respect.

Bullying will not be tolerated

At Linchfield Academy, **bullying will not be tolerated.**

Our approach focuses on:

- prevention and early identification;
- listening to pupils and taking concerns seriously;
- prompt and proportionate action;
- supporting children who experience bullying;
- addressing the behaviour of children who bully others;
- working with parents/carers;
- safeguarding and equality;
- monitoring incidents and using information to improve practice.

What is bullying?

Linchfield Academy uses the **Anti-Bullying Alliance (ABA) shared definition:**

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Bullying can be:

- physical;
- verbal;

- emotional or psychological;
- social or relational;
- discriminatory;
- sexual;
- online/cyber.

The ABA identifies four key elements: **hurtful, intentional, repetitive and involving an imbalance of power.**

[Anti-Bullying Alliance – What is bullying?](#)

Not every disagreement, friendship difficulty or one-off incident is bullying. However, **all unkind, unsafe or inappropriate behaviour will be addressed.**

A single serious incident may not meet the definition of bullying but may still require action under the school's Relationships and Behaviour Policy or Safeguarding Policy.

What bullying can look like and examples

Bullying is not always obvious to adults and may take different forms.

Physical

- hitting, kicking, pushing or tripping;
- deliberately hurting someone;
- taking or damaging belongings;
- threatening physical harm.

Verbal

- repeated name-calling or insults;
- mocking or humiliating someone;
- repeated teasing intended to cause distress;
- threats or discriminatory language.

Social and emotional

- deliberately excluding someone;
- repeatedly encouraging others not to play with someone;
- spreading rumours;
- manipulating friendships;
- deliberately embarrassing or humiliating another child.

Discriminatory

Bullying may relate to race, disability, religion or belief, sex, sexual orientation, gender reassignment or another characteristic or difference. Linchfield Academy will challenge discriminatory language and behaviour and consider its duties under the Equality Act 2010.

Online

- abusive or threatening messages;
- excluding someone from online groups;
- sharing photographs, videos or information to cause distress;
- fake accounts or online harassment;
- encouraging others to target someone online.

Sexual

harassment

This may include sexualised name-calling, inappropriate comments, unwanted touching or sharing sexualised content. Such concerns will be dealt with through safeguarding procedures.

Signs and symptoms for parents and staff

Children do not always tell an adult when they are being bullied.

Possible signs include:

- reluctance or anxiety about coming to school;
- changes in behaviour, mood or confidence;
- becoming withdrawn, tearful or unusually angry;
- changes in friendships;
- deterioration in concentration or learning;
- unexplained damage or loss of belongings;
- physical complaints such as headaches or stomach aches;
- changes in sleep or appetite;
- reluctance to attend clubs or particular activities;
- anxiety about using a phone or going online;
- becoming distressed around particular places, people or times of day.

These signs can have many causes and do not automatically mean bullying is taking place. However, they should prompt adults to check in with the child and explore whether there are any concerns.

What will Linchfield Academy do if we suspect bullying or bullying is reported?

We will take all concerns seriously and respond in a **child-centred, proportionate and supportive way**.

1. Listen and reassure

We will provide the child with an opportunity to explain what has happened and ensure they know they have done the right thing by telling an adult.

2. Record

Concerns and actions will be recorded appropriately, including relevant information, decisions and outcomes.

3. Consider safeguarding

Where there may be a safeguarding concern, the school's Child Protection and Safeguarding Policy will be followed and the DSL/deputy DSL informed without delay.

4. Establish what has happened

Staff will gather appropriate information and consider:

- what happened and whether there is a pattern;
- the impact on the child;
- whether there is an imbalance of power;
- whether others are involved;
- SEND or disability considerations;
- equality or discriminatory issues;
- whether the behaviour has occurred online.

5. Take appropriate action

Depending on the circumstances, this may include:

- increased supervision;
- pastoral support;
- changes to routines or arrangements;
- work with the children involved;
- restorative approaches where appropriate and safe;
- behaviour interventions or sanctions;
- parental involvement;
- Behaviour Support Plans;
- SEND support or reasonable adjustments;
- safeguarding or external agency involvement.

6. Support and monitor

We will support the child who has experienced bullying and monitor the situation to ensure that the behaviour has stopped and that the child feels safe.

We will also address the behaviour of the child responsible and consider whether they have additional needs or vulnerabilities requiring support.

The situation will be reviewed and further action taken if necessary.

What is Linchfield doing to prevent bullying?

Preventing bullying is part of our wider approach to **safeguarding, behaviour, relationships, inclusion and wellbeing**.

We will:

- establish clear expectations for respectful behaviour;
- teach pupils about kindness, respect, friendships and healthy relationships;
- teach online safety and responsible digital behaviour;
- challenge discriminatory and prejudicial language;
- build positive relationships between staff and pupils;
- provide trusted adults whom children can approach;
- use pupil voice to understand children's experiences;
- monitor areas and times where bullying may be more likely to occur;
- ensure appropriate supervision during playtimes, lunchtimes and transitions;
- support pupils with SEND and make reasonable adjustments where required;
- work closely with parents/carers;
- record and analyse bullying and behaviour incidents to identify patterns and improve practice.

Our aim is for every child to feel:

Safe. Respected. Included. Valued. Heard.

Advice to parents if bullying is suspected

If you think your child may be experiencing bullying, **please speak to us**.

Talk to your child

- Stay calm and listen.
- Reassure them that they have done the right thing by telling you.
- Ask open questions about what has happened.
- Ask when and where it happens and who is involved.
- Avoid blaming your child or encouraging retaliation.

Contact the school

Speak to your child's class teacher, a senior leader or another trusted member of staff.

Please share factual information, including:

- what your child has told you;
- dates and locations where known;

- who was involved;
- whether there have been previous incidents;
- any changes you have noticed in your child's wellbeing;
- screenshots or other evidence where relevant.

If it is happening online

Where appropriate:

- keep evidence/screenshots;
- do not encourage your child to respond;
- block and report the account/content;
- inform the school;
- report serious threats or criminal behaviour to the appropriate authorities.

Please do not approach another child or family

Parents/carers should not directly confront, threaten or contact another child involved. This can escalate the situation and make it more difficult to resolve safely.

Work with us

The school may need to establish what has happened before deciding on the most appropriate response. We will maintain appropriate confidentiality while ensuring concerns about your child's safety and wellbeing are taken seriously.

If the situation continues, please contact us again so that we can review the support and action in place.

Monitoring and review

The school will monitor bullying incidents and consider patterns relating to:

- pupils involved;
- locations and times;
- types of bullying;
- repeat incidents;
- discriminatory or prejudicial behaviour;
- online incidents;
- effectiveness of interventions.

This information will inform behaviour, safeguarding, supervision, inclusion and school improvement planning.

The policy will be reviewed annually, or sooner if legislation or relevant DfE/Ofsted guidance changes.

Related policies and guidance

This policy should be read alongside:

- Relationships and Behaviour Policy;
- Child Protection and Safeguarding Policy;
- SEND Policy;
- Online Safety Policy;
- Attendance Policy;
- Complaints Policy;
- Restrictive Physical Intervention Policy.

Help Organisations & Legal Reference

Children's Legal Centre 0345 345 4345

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Childline 0800 1111

The Education Act 2002 (section 175)

Education and Inspections Act 2006 (Section 89; Section 89 - Clause 5)

The Education Act 2011 (Section 85 - Clause 3A)

The Equality Act 2010

The Safe to Learn Department for Children's Schools and Families (DCSF) guidance

Closing statement

All staff members at Linchfield Academy will make every effort to ensure all children are engaged in meaningful tasks which offer the appropriate level of challenge, with support where necessary. We use a range of bespoke strategies to support children across the school. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and has the opportunity from both public and private praise. The importance of self-esteem is never underestimated.

Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.

Monitoring of the policy

The effectiveness of the above policy and our practice will be evaluated every year. The Head Teacher in consultation with the whole school community will carry this out.

This policy was adopted:	September 2026
Review Cycle:	Annual
This policy was subsequently reviewed:	