Lumbertubs Primary School
Friendship and Anti Bullying Policy

Approved by:	LGB	Date: October 2026
Last reviewed:	26th October 2026	
Next review due by:	November 2027	

Promoting Friendship and Anti-bullying Strategies

Our Aims

At Lumbertubs Primary School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as - "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space" (Anti-bullying Alliance 2014).

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take many forms:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Direct or indirect verbal	rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying' and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy)

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education, health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Schools’ teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Whole School Approach to promoting Anti-bullying Strategies

- Promote the core values – Respect, Responsible, Kind, Honest, Fair, Determined, Brave, Thoughtful
- Use positive behaviour management strategies.
- Promote friendship and problem-solving routines for pupils.
- Share guidelines about actions to take if children notice anyone displaying bullying behaviour.
- Be a ‘telling school’ where anyone seeing bullying or has it done to them tells an adult.
- Inform the parents/carers of the bully of what has been happening.
- Make the consequences for bullying known to all the children.
- Use JIGSAW (PSHE scheme of work) resources to implicitly teach children strategies to resolve bullying.
- Use assemblies, anti-bullying weeks and Children’s Training Days to raise awareness of the negative consequences of bullying.
- Display Anti bullying posters, Childline posters and phone-numbers around the school.

Spiritual, Moral, Social & Cultural Development

Pupil’s SMSC development will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

How should people report bullying?

Pupils should be encouraged to understand what bullying is and that it is important they tell someone if they feel bullied or if they are a bystander and have observed bullying. Most pupils do not tell adults about bullying as they tend to speak to a peer instead. Staff may notice changes in the behaviour of pupils being bullied. Staff need to be aware of some of the signs that could indicate that a pupil is being bullied.

What should a pupil do if they are being bullied or witness bullying?

- Inform an adult in school
- Inform a parent / carer
- If they don't feel able to tell an adult,
    - show they are sad on the class wellbeing chart
    - put their worry in the class worry box

Who can a pupil tell?

Adults in their class	
Prefects	
Mrs Robinson	Headteacher
Mrs McNair	Deputy Headteacher
Miss Georgiou	Inclusion Manager
Ms Partridge	Anti-bullying Governor
Their parents	

What should the pupils tell an adult?

- Who has been bullying them?
- How long has this been going on?
- How many times has this happened?
- Has anyone else seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have they told anyone else about this before?
- Was anything done about it?
- Have they done anything that has not helped the situation?

What should a parent do about bullying?

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Try to establish the facts and keep an open mind. Often cases of bullying are more complicated than they may first appear.

- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a member of the school who makes the right choices and follows the core values.
- All children, parents and/or carers should talk about the problems of bullying with their child.

What action will our school take?

The following steps will be taken when dealing with incidents:

- If bullying is reported, the incident will be dealt with immediately by the member of staff who has been approached and recorded onto CPOMs.
- A clear account of the incident will be recorded and given to a member of SLT.
- A member of SLT will interview all concerned and will record the incident.
- Class Teachers will be kept informed.
- Parents/carers of all the pupil involved will be kept informed.
- Consequences will be used as appropriate and in consultation with all parties concerned.
- Involvement of the PCSO if deemed necessary.
- Where bullying outside school is reported to school staff, it will be investigated and acted on. School will hold pupils accountable for poor behaviour in the local community, on the way to and from school as well as online activities.

How will the school support the victims of bullying?

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Those who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self esteem and confidence.

How will the school support the perpetrator of bullying?

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

What actions will the school take to support those who have been found to bully others?

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

What actions might the school take to discipline repeated bullying behaviour?

- Official warnings to cease offending.
- Put on a report card.
- Loss of break time or lunchtime.
- Internal exclusion.
- Fixed-term exclusion.
- Permanent exclusion.

What additional steps will there be if the bullying continues?

Steps to make pupil feel safe need to be taken -

- A member of SLT will meet with both sets of parents to agree a way forward.
- Sanctions will be applied following the school behaviour policy.
- Support best suited to both pupils individual needs will be arranged in consultation with the parents and Inclusion Manager.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's records on SIMS, and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

It is also the governor's responsibility to deal with any complaints which they feel the Headteacher has not dealt with appropriately.

Policies linked to this Anti-bullying Policy

- Safeguarding Policy
- Behaviour Policy
- SEND policy
- Online Safety Policy
- Equality Objectives

Guidance can also be found in:

Preventing and tackling bullying Advice for headteachers, staff and governing bodies – DfE publication (July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Advice for Parents and Carers

https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers

Cyberbullying: Advice for headteachers and school staff – DfE publication (November 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

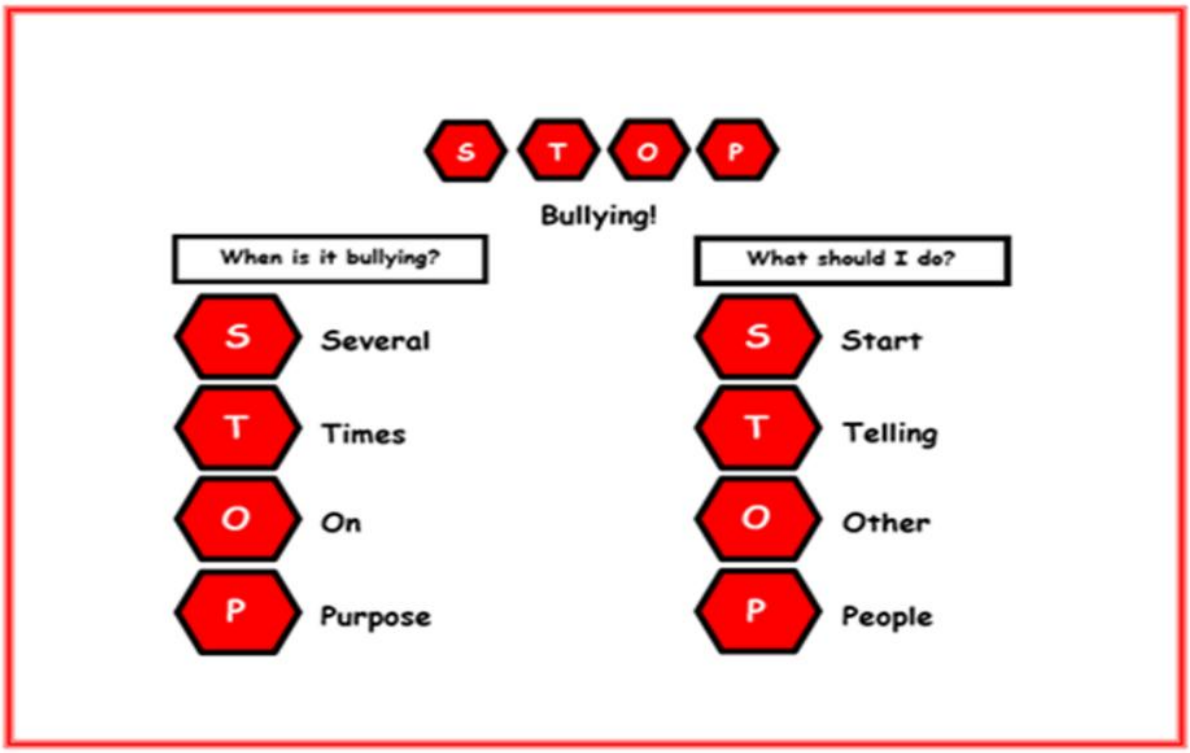
Advice for parents and carers on cyberbullying – DfE publication (November 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Keeping Children Safe in Education – Sept 26.

Keeping children safe in education 2026: September 2026

Appendix A: Definitions of bullying for Key stages 1 and 2



Who can I tell?

Adults in my class	
Prefects	
Mrs Robinson	Headteacher
Mrs McNair	Deputy Headteacher
Miss Georgiou	Inclusion Manager
Ms Partridge	Anti-bullying Governor
My parents	