



LAURUS
TRUST

Anti-Bullying Policy for Laurus Trust Primaries

Date of Review: 23/09/25

Date of Next Review: 23/09/26

Bullying

The Anti-bullying Alliance (ABA) defines bullying as: ‘the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.’

The staff, parents and children of all Laurus Schools work together, to create a happy, caring and safe learning environment. In the event of a bullying allegation or observation, whether verbal, physical or indirect, this is immediately investigated. It is everyone’s responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

As categorised by the ABA, bullying behaviours can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding possessions, threatening gestures, ridiculing, humiliation, intimidation, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments (including online), homo/bi/transphobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals. Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, disability, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.’

Bullying Directed Towards Religion, Race, Gender, Sexual Orientation, Disability or because a child is Adopted or has Caring Responsibilities.

We will not tolerate bullying against anyone because of their religion, race, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

Sexual/Sexual Orientation Bullying

Sexual bullying has an impact on all genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Child on child abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with sexual bullying include:

- *Recording incidents on CPOMS*
- *Developing understanding of gender relations*
- *Awareness by staff that homophobic bullying can occur*
- *Challenging homophobic language and explore pupils' understanding – they might not understand the impact*
- *Exploring sexism and sexual bullying in PSHE lessons*
- *Using single-sex groups to discuss sensitive issues*
- *Ensuring the school site is well supervised, especially in areas where children might be vulnerable*
- *Implementing appropriate discipline procedures as appropriate*
- *Relationships curriculum (a wider look at what's appropriate in relationships at an age-appropriate level)*

Further details about Harmful Sexual Behaviours and Child on Child Abuse can be found in Appendix 1&2 of this policy.

Bullying Pupils with Special Education Needs or Disabilities

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. We will make sure the behaviour of staff does not trigger bullying unintentionally. They should be attuned to each child's needs and preferences to avoid undue attention towards children with a SEND compared with others, and should not make comments based on pupils' appearance or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach children experiencing bullying behaviours to say 'No' or to seek help. If the bullying is serious, we will undertake a full investigation, including a full discussion with witnesses, recording any incidents on CPOMs and contacting parents/carers. Social stories will be used to support the child's understanding of bullying during lessons and if a child is experiencing bullying like behaviours. See appendix 4.

Bullying Off School Premises

Although we are not directly responsible for bullying off the school premises, if either the child

experiencing bullying behaviours and or the child displaying bullying behaviours are from a Laurus Primary School and the incident is reported to a member of staff, an investigation will be carried out. Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps may be taken:

- *Talk to the pupil(s) and parents/carers involved from the other school*
- *Talk to the Head of another school whose pupils are bullying off the school premises*
- *Talk to the Police about problems on the local streets*
- *Talk to pupils about how to avoid or handle bullying situations*

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Childnet International, Child Exploitation and Online Protection in order to resolve the issue as quickly as possible. In school, a preventative approach would be taken through our Digital Wellbeing and E-Safety curriculum as well as our PSHE curriculum which includes discrete anti-bullying and safety sessions. Regular updates will be shared via the school website and weekly newsletter.

Strategy for Dealing with Bullying

Prevention is the best strategy for dealing with bullying. Laurus Primary Schools are members of the Anti-bullying Alliance and are embarking on a journey to become United Against Bullying (UAB). The anti-bullying programme supports schools to reduce bullying and improve the wellbeing of children, focusing on those most at risk, including those with protected characteristics.

The programme has a strong focus on equalities and we believe it's vital that everyone participating in the programme starts with the same values in mind.

1. Challenge

Challenge your assumptions and be aware of bias.

2. Be open minded

Listen to new ideas and learn from others.

3. Collaborate

Involve everyone in the school community and support each other. It must be a team effort.

4. Share

Be willing to share your successes and challenges to help us all unite against bullying.

5. Invest the time

Change doesn't happen overnight. Invest the time, learn from every experience and continually self-reflect.

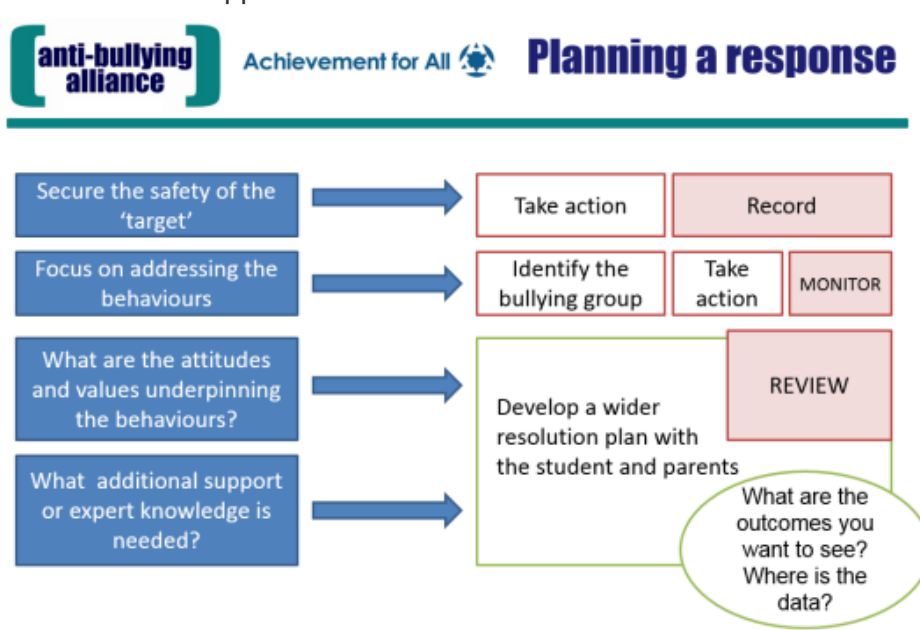
In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on the 'right way to behave' from the moment children start in Early Years, including using the key characteristics to embed desired behaviours (kindness, bravery, citizenship, curiosity, gratitude and integrity). 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 younger pupils.

Investigating Bullying

In response to an allegation of bullying, the Anti-Bullying Alliance procedure set out below will be

followed, with staff making a full investigation, keeping detailed records on CPOMs and applying sanctions/consequences as needed. Governors would be informed at termly Local Governing Body Academy Committee meetings.

Staff members observe children carefully both in school and in the playground, and understand that any concerns, or reports of bullying, must be recorded and passed to the DSL or Deputy DSLs for investigation immediately. This will be dealt with on a case-by-case basis. The Anti-Bullying Lead for the school will continue to work on restorative justice. It is just as important that all children involved in the bullying incident understand their actions and how it has affected others (this will be dealt with on a case-by-case basis). All staff have received training about bullying within the last year, and will receive refresher training every subsequent year. Our staff are trained to understand and implement ABA's definition of bullying, and can recognise the difference between bullying and relational conflicts. Staff will follow a script recommended by the ABA so that there is consistency in how each case is dealt with. See Appendix 3.



Reporting and Recording Bullying in School. https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf

Reporting

Everyone in our community has a responsibility to report bullying and help to create an ethos which encourages children and adults to disclose incidents of bullying. The children are aware that they can tell an adult (parent, carer, close family member, teacher, Learning Support Assistant, Midday Assistant) or write a note for the feelings box, which is checked daily by class teachers. We also invite the NSPCC in to school or via Teams every year to deliver a staying safe assembly, which explains the importance of telling an adult if something is wrong, or alternatively calling Childline for support if there's no-one you feel comfortable to talk to.

Parents are also encouraged to report incidents of bullying and may do this by approaching their class teacher, the school office, Head of School or DSL. Contact can be made in person, by email or over the phone (contact details on website).

All reported incidents of bullying will be investigated on the same day, wherever possible. Every allegation is recorded using CPOMs which enables the investigator to record whether each element of the definition has or has not been met, in order to decide whether the allegation is founded or unfounded. Parents and children are always involved in these investigations and, where appropriate, will be consulted as to their opinion on the best way to deal with what's happened.

As Rights Respecting Schools, the voice of every child is always heard, including witnesses, and wherever possible children are asked to write down their account. There are some cases where children are unfairly accused by other children and therefore it is especially important to understand all sides.

Repeated Bullying Behaviour

In instances where a child repeats a bullying behaviour, the matter will be reviewed on a case-by-case basis. A governor may be invited to attend the subsequent meeting and further actions, including possible suspension, could be considered depending on the circumstances.

Appendix 1

Harmful Sexual Behaviours

“Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards” (NSPCC 2016)

This may include:

Sexual Harassment –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or ‘youth produced sexual imagery’.

Sexual Abuse – “forcing or enticing a child or young person to take part in sexual activities” this includes touching someone’s bottom/breasts/genitalia without consent

Sexual Violence – rape & assault

HSB includes (but is not limited to):

- *Sexist jokes and comments*
- *Physical and sexual abuse*
- *Sexual harassment and violence*
- *Gender based violence*
- *Emotional harm*
- *On and offline bullying*
- *Teenage relationship abuse*
- *CSE (Child Sexual Exploitation)*

As a Trust we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This can include:

- *Sanctions within school*
- *Discussions with parents/carers*
- *Discussions with the pupils involved*
- *Restorative approaches*
- *Referral to support services (and following advice given)*
- *Referral to the Police (and following directives given)*
- *Referral to Social Care and/or Local Authority Safeguarding Team*

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

As a Trust we will always ensure that the victim is fully supported.

Education

We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour feature within this.

We cover a variety of topics specific to each year group and these include but are not limited to:

- *Friendship*
- *Diversity*
- *Peer Pressure*

- *Online safety*
- *Sexual Orientation/Sexuality*
- *Relationships*
- *Bullying*
- *Abuse*
- *Consent*
- *Positive relationships*

Trust staff responsibility

- All staff recognise that any potentially HSBs are not acceptable and should be challenged
- This includes behaviour we see in school or is reported to us
- If we hear of these behaviours we will **challenge** and **report**
- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil
- We will be **role models** for the pupils by demonstrating respectful behaviour and use of language

References

Alliance, A.-B. (2022, October 10). *Reporting and Recording Bullying in School*. Retrieved from Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf

Appendix 2

Child on Child Abuse

Children can abuse other children (often referred to as peer-on-peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’, which is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “probably didn’t mean anything by it”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a [Relationships and Sex education \(RSE\)](#) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe online
- Having robust monitoring and filtering systems in place as outlined in our e-safety policy
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work to those pupils identified as being at risk
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021: [Sexual violence and sexual harassment between children in schools and colleges](#). Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS): [Sharing nudes and semi-nudes: advice for education settings](#).
- DSL’s are familiar with and follow the relevant local policies and procedures to help them to recognise and respond to harmful behaviours and/or underage sexual activity when dealing with children under 13. The [Stop It Now sexual behaviour resource](#) is used to identify when a child or young person’s sexual behaviour is a cause for concern in relation to their development

Appendix 3

Investigation Script:

What happened?

Exactly where and when did the bullying take place?

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time? (If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time? (If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as “bullying”, and failed to report it)

Do you know the names of the people involved? (Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place? (This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered.)

Can you remember exactly what happened or what was said?

What happened next?

















































Has this happened before?

How did it make you feel?

What would you like to happen now? This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

Appendix 4

SEND Social Story

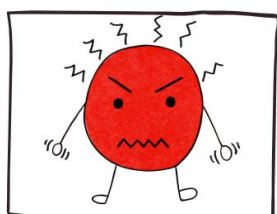
 -   Bullying is when someone =     means to hurt or upset   you on purpose	 -   Bullying is NOT when  -  + its an accident and    they say sorry
 -  Bullying is when    it keeps on happening	 -    Bullying is NOT when it     only happens once -no    matter how bad it is
 -   Bullying is when you   -  cannot get the hurt   to stop	 -  Bullying is NOT    when someone stops +   and says sorry

EYFS & KS1 Reflect and Reset

Depending on the individual child, either the adult or child may scribe or draw.

What happened?

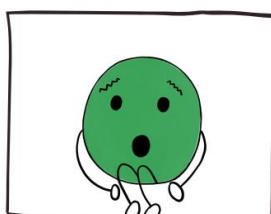
How were you feeling?



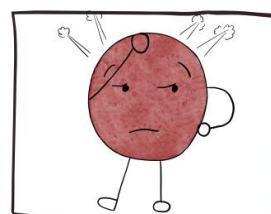
Angry



Confused

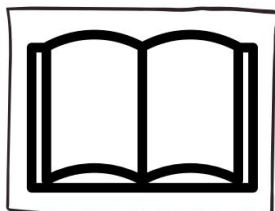


Scared

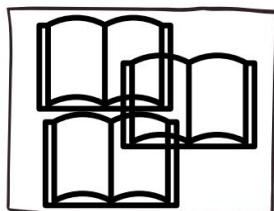


Annoyed

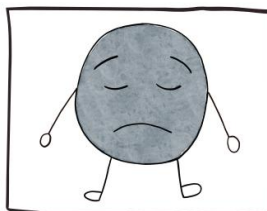
What was the impact of your choice?



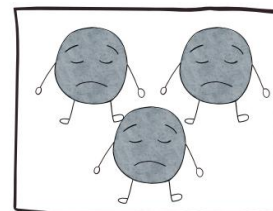
I stopped myself from learning



I stopped others from learning



I feel sad

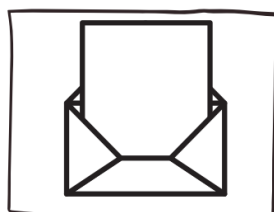


I have made others feel sad

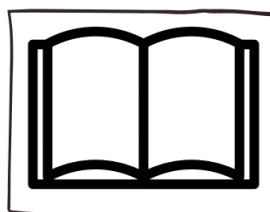
What should we do to put things right?



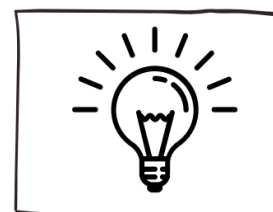
Say Sorry



Write a sorry letter



Complete my work



I have an idea

Name:

Class:

Reflect and Reset UKS2

1) What happened?

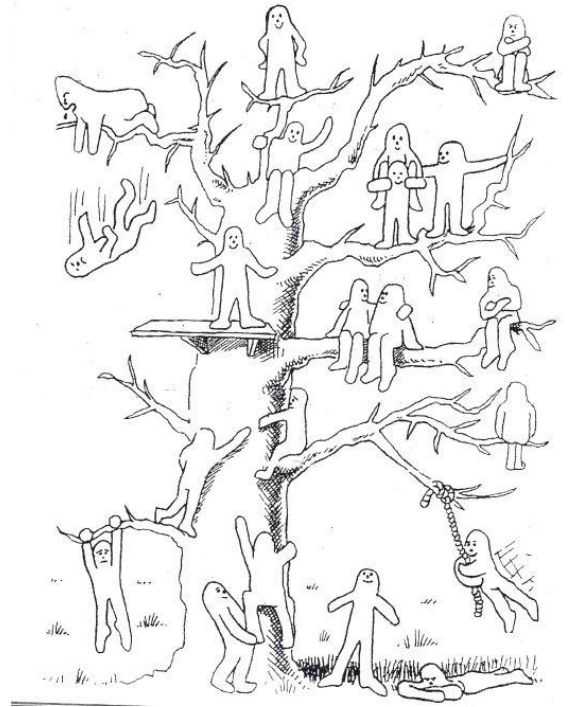
2) What were you thinking and feeling at the time?

3) How did my actions affect others?

Blob Tree: How do you feel now?

4) What have your thoughts been since the incident?

5) What would you like to see happen to put things right?

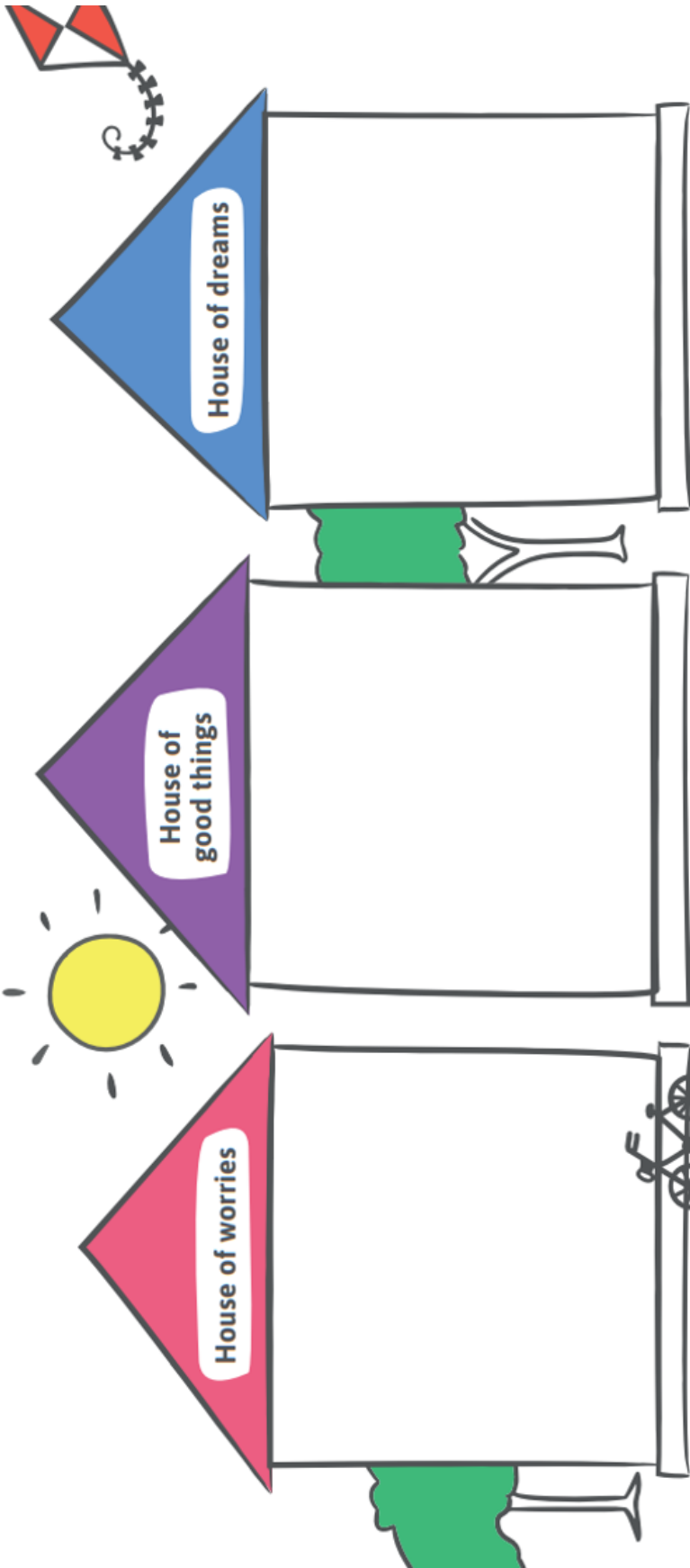


The Three Houses

Name: _____

Date: _____

Staff member: _____



Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	Created a separate Anti-Bullying policy to behaviour (Title change) Page 1 Added a subheading and section about 'Repeated bullying behaviour' Added heading for Appendix 6 Added 3 houses resources as Appendix 7
Date	Sept 2025
Date of next review	Sept 2026



Laurus Trust

Woods Lane
Cheadle Hulme
Cheshire
SK8 7JY

t: 0161 549 7000

e: enquiries@laurustrust.co.uk

w: laurustrust.co.uk