



St Leonard's CE Primary Academy

Living and Learning Together with God's Help

Anti-Bullying Policy

September 2025-2026



Introduction

"All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished."

At St Leonard's CE Primary Academy, we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

This policy should be read in line with our schools' vision statement, 'Living and Learning Together with God's Help', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, being a unique human being, made by God and Loved by him, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be.

Intent

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

What is bullying?

Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression)
 - repeated often
 - often difficult for individuals who are being bullied to defend themselves against
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Bullying can take many forms:

- physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, making offensive remarks
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites)

People may bully others because of varying perceived differences:

- sexism, racism, religion or belief, academic ability, gender identity, homophobia, transphobia, biphobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend)

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer 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
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

Incidents will be recorded on CPOMS and dealt with by SLT.

Implementation

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council or becoming a play leader promotes children's self-confidence. In

having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences. Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions. Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

We have two aims when reacting to incidents of bullying:

1. to make the child who has been bullied feel safe
2. to encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders, including an understanding of how their behaviour has affected another child/ren and an appropriate and meaningful apology in line with our behavior Policy and the Restorative conversations that are held as part of this.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

If bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem-solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. the Headteacher is informed
2. the pupil who has been bullied is interviewed and their comments recorded
3. the pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded
4. the parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents are outlined, and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up where appropriate. These may involve calling upon the expertise of outside agencies.
6. In persistent circumstances sanctions may include:
 - permanent exclusion
 - suspension
 - exclusion from the school premises at lunchtime
 - exclusion from the playground at lunchtime
 - move out of current class
 - arrangements for parent to supervise pupil to and from school daily

7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher/Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Monitoring the Policy

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. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective the log and strategies will be reviewed.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook and through discussion with the Headteacher. Governors analyse information regarding gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

Policy Status and Review

This policy was created by the Head teacher, in consultation with the teaching team, and its implementation is seen as the responsibility of all staff.

Written by:	Headteacher
Owner:	Headteacher
Status:	Approved
Approval date:	September 2025
Review date:	September 2026