

ANTI-BULLYING POLICY



SEPTEMBER 2025

Approved at committee: 1st October 2025
Adopted & ratified by full governing body: 1st October 2025

ANTI-BULLYING POLICY

OUR CHRISTIAN VISION

‘To be the best we can in the sight of God’

Inspired by St Paul’s teaching ‘You are all one in Christ’ (Galations 3:28)

We aspire for everyone in our school family to be accepted and be accepting, welcoming all. To be a community that treats others equally, with respect and kindness. To be aspirational, having hope and celebrating the value and purpose of our unique abilities. To love learning and to embrace new experiences and challenges with courage and creativity, as we become the best version of ourselves. We want to promote peace. To love and serve our diverse local and global community, making a difference for others.

RATIONALE AND PHILOSOPHY

Bullying affects everyone, not just the bullies and victims. It also affects those who watch and less aggressive pupils can be drawn in because of group (peer) pressure. Bullying is not an inevitable aspect of school life or a necessary part of growing up and it rarely sorts itself out. Certain jokes, insults, intimidating/threatening behaviour, written/verbal abuse and violence are to be found in the society in which we live. Nobody, child or adult, should have to tolerate this anti-social behaviour. Only when all issues are addressed will everyone best benefit from opportunities at school.

At St Thomas’ Leesfield CE Primary School, we give utmost priority to safeguarding the welfare of everyone in our school. We believe that our pupils and staff have the right to learn and teach in a supportive, caring and safe environment without the fear of being bullied. We are a well disciplined and organised school and we strive at all times to minimise the occurrence of bullying in any form. We have a clear behaviour policy, which encourages positive behaviour within our school community. **It is emphasised that bullying is always wrong and will not be tolerated in any form.**

AIMS

This policy reflects our school ethos and incorporates the six aims of our School Development Plan.

- To provide a safe and secure environment where we can all develop without anxiety
(Aim 3: Environment)
- To promote a whole school ethos where bullying is regarded as unacceptable.
(Aims 1 & 2: Standards, Teaching & Learning)
- To provide a consistent response to any bullying incidents that may occur
(Aims 4 & 5: Leadership & Management, Ethos)
- To make everyone connected with school aware of our opposition to bullying
(Aim 6: Partnerships)
- To clarify each person’s responsibility with regard to the eradication of bullying in our school.
(Aim:5 Ethos)

DEFINITION OF BULLYING

Bullying is a systematic, intentional and on-going form of anti-social behaviour which:

- Is **repeated** over time
- Is done with intent to hurt (physically or emotionally)
- Has one or more victims

Bullying can manifest itself through several types of unacceptable behaviour:

- Physical
- Emotional
- Verbal eg derogatory language eg relating to homophobia/transphobia
- Written
- Cyber
- Indirect and social alienation
- Relational – damaging another's social status
- Intimidation
- Damage to or theft of property

This list is not exhaustive.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click, across a range of platforms (Eg. TikTok, Instagram, WhatsApp, etc).

Mobile Phones are not allowed in school and if a pupil brings a mobile phone into school it will be confiscated and kept in the office until it is collected by an adult.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device, that is prohibited by the school rules, has been seized and the member of staff has reasonable grounds 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 materials that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the materials as evidence of a breach of school discipline.

Bullying outside of school

This policy encourages pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps by the parents should be taken:

- inform the class teacher, learning mentor or headteacher of the details of bullying off the premises
- talk to pupils about how to avoid or handle bullying outside the school premises
- inform the parents of the victims and arrange for them to be collected
- inform the local police about the problem (if necessary seek a police presence at trouble spots)

THE ROLE OF GOVERNORS

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

Incidents of bullying are recorded on CPOMs; monitored, reviewed and reported upon regularly. The Governors require the Headteacher to keep accurate records of all bullying incidents and to report to governors on request about the effectiveness of school anti-bullying strategies. The effectiveness of the school policy is reviewed regularly.

The Governors of any school use permanent removal of a pupil only rarely. Normally, this would follow a history of repeated poor behaviour and a failure to respond to any of the sanctions put in place.

The School follows the Oldham LA Guidelines for suspensions and exclusions.

THE ROLE OF THE HEADTEACHER/TEACHERS

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that the school community knows that bullying is wrong and always unacceptable. The fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs are taught alongside our Christian Values and Living Values, and discussions with staff, children and parents and through our collective worship. This ensures that all our children have a thorough understanding of right and wrong and that prejudice or inequality will not be tolerated and that it has no place in our school family or wider society.

The Headteacher leads by example to promote an environment where individuals feel valued and therefore belong to a caring, friendly and supportive community.

The class teachers record 'incidents' on our electronic system – CPOMS (Child Protection Online Monitoring System) as and when incidents happen and pass this information on to the Headteacher, Senior Leaders or Learning Mentor immediately if deemed as bullying.

More often than not the incidents are 'one offs' and the class teachers/TAs deal with them via discussion, badge loss, Think Again, circle time activities, informal meeting with child/parent etc. The Headteacher analyses Anti-bullying incidents on a regular basis and feeds this information back to all staff/governors (specific reports can be generated on CPOMS). The sharing of this information gives all staff the opportunity to reflect and think of new ways/systems that help St Thomas' Leesfield children have a calm and happy time in school. The Governors are informed via the Safeguarding Committee. The Headteacher also logs incidents of bullying and isolated hate incidents and the school follows the procedures for notification of hate incidents and bullying (NOHIB) as required by the LA.

The Headteacher ensures that regular staff training is implemented to ensure a consistent approach to the staff response to bullying.

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied.

THE ROLE OF ALL STAFF

Staff in our school take all forms of bullying very seriously and intervene to prevent incidents from taking place. We...

- Implement a strong, effective and consistent Positive Behaviour Management Policy
- Use school systems consistently – Think Again, Always Rules/Badge loss, CPOMS etc – and follow-up analysis suggestions
- Deal quickly with any complaints from children and parents as necessary
- Use positive teaching methods
- Use our Christian Values, SMSC and PSHE to focus on values both in class and collective worship/assemblies throughout each term
- Use the objectives outlined in the fundamental British Values to educate the children of Leesfield in a positive and age-appropriate manner
- Continually organise the school in order to minimise opportunities for bullying
- Ensure procedures are reviewed regularly
- Treat bullying seriously and strive to eliminate it from our school
- Liaise effectively with all staff to support safe, sensible & positive play
- Use playtime and lunchtime Always Expectations
- Offer opportunities to discuss the incidents with appropriate adults (e.g. Senior Mid-day Supervisor/Learning Mentor/Senior Leadership Staff)
- Give time for reflection about behaviour to bullies themselves (Think Again)
- Work out strategies for building self-esteem and assertiveness
- Parental and children's surveys to improve practice and find out thoughts, feelings and attitudes amongst stakeholders
- School council meeting to address/discuss issues as needed and hear Pupil Voice
- Continue to work with bullies
- Very strong pastoral support from our Learning Mentor and all members of staff
- Worry Wellies and Suggestion Socks throughout all classes (Reception to Year 6)
- Daily Collective Worship highlighting our termly Christian Value to reinforce our ethos

- Weekly Pupils Chats with Headteacher for Pupil Voice.

Symptoms of Bullying

All staff members can play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:

- Be reluctant to attend school and are often absent
- Be more anxious and insecure than others, become withdrawn and lack confidence
- Have fewer friends or withdraw from friendships and often feel unhappy and lonely
- Suffer a drop in standards of school work
- Suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive
- Stop eating, have nightmares
- Have unexplained bruises, scratches, cuts
- Start stealing or “losing” money and possessions
- Show reluctance to go out at playtimes, asking for jobs or feigning illness
- Ask to be sent home early or hang around school in order to leave late
- Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

SANCTIONS

Sanctions follow those outlined in the school’s Positive Behaviour Management policy.

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or who suspect that their own child is a perpetrator of bullying must contact the class teacher/Learning Mentor immediately as first point of contact.

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school. This includes the reporting of any negative online behaviour, via social media platforms. Parents are encouraged to only expose their children to age-appropriate content online to promote online safety and wellbeing.

SPECIAL EDUCATIONAL NEEDS

Adaptations are always sought for the children at St Thomas’ Leesfield CE Primary School to help promote the appropriate behaviour and thus aid learning. The Special Education Needs Co-ordinator will advise and liaise with agencies when required.

EQUAL OPPORTUNITIES

All children and staff, regardless of race, gender, sexual orientation, faith or ability should have the opportunity to reach their full potential. We aim to ensure that all children have equal access to the curriculum offered in our school and that all children are given equal opportunities.

SPECIALIST ORGANISATIONS

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17

Cyber-bullying and online safety

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Intenet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers
- ParentZone Magazine.
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBTQ+

- Barnardos: through its LGBTQ+ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

- Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

- Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Useful Telephone Numbers:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 7832187
Kidscape	020 77303300
Childline	0800 1111
NSPCC	0207825 2500

LINKS WITH OTHER POLICIES

This policy links with:

- Positive Behaviour Management Policy
- Special Educational Needs Policy
- Safeguarding Policy/Child Protection Policy
- Race Equality Policy
- Disability Discrimination/Accessibility Policy
- SMSC Policy
- British Values Policy

MONITORING AND REVIEW

The Headteacher monitors procedures in school and the policy is reviewed regularly by Governors – annually unless earlier is deemed necessary.

Headteacher: Mr J Whittaker

Chair of Governors: Mrs Rebecca Ashton

Date approved (committee): 1st October 2025

Date adopted (full governors): 1st October 2025

Appendix 1

PARENTAL PROCEDURAL TOOL FOR REPORTING INCIDENTS OF BULLYING

Discuss the incident with your child. Listen carefully and try to put your emotions to one side – listen to what your child is telling you. Show them you have listened by ‘saying back’ what you have heard.



Make a decision. Is this an isolated event or is it bullying? Is it unwanted, aggressive behaviour that is repeated over time? If so, ask your child: How do you want me to take this forward?



Reassure your child that it is not their fault.



Provide a written list of facts: time, date, what happened, when and where incidents occurred, who witnessed it, any interactions with members of staff, if your child did anything that may have provoked the incident, whether it was isolated or repeated.



Make an appointment to speak with someone from school, following the correct procedures: this could be the class teacher or Learning Mentor.



Work together with the school to find a solution. The school have set procedures to follow when investigating concerns. Avoid accusing school of not dealing with the incident: we may not be aware of it or we may have received alternative information from what your child has told you.



Be patient: Allow school time to deal with the problem. Ensure that clear actions are agreed so that impact can be measured.



Arrange a follow-up meeting or chat to see how the situation has been resolved. Inform the school if anything additional happens in between.

Data Audit For The Anti-bullying Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Information relating to specific anti-bullying incidents Records relating to behaviour	Name D.O.B. Address Parent details Teacher/staff comments/recording of incidents/details	Monitor and record bullying incidents in order to analyse and track Well-Being of Your Child communication	All Staff (as necessary)	Staff electronic records - CPOMS Paper Think Agains (Learning Mentor) are stored in locked filing cabinets in LM office Paper copies are shredded as necessary	Held on File throughout a child's time at school (CPOMS) Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.