

Anti-Bullying Policy

Leasingham St. Andrew's Church of
England Primary School

‘Everything you do, do in love’



Reviewed and updated: January 2026

Next review: January 2027

1. Introduction

At Leasingham St Andrew's CofE Primary School, we are committed to providing a safe and nurturing environment for all children. Bullying of any kind is unacceptable and will not be tolerated. This policy outlines our approach to preventing and addressing bullying within our school community. It enables us to live out our School Christian Vision:

Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

2. Objectives

- To define bullying and its various forms.
- To promote a culture of respect and kindness among all members of the school community.
- To provide clear procedures for reporting and addressing bullying incidents.
- To ensure that all staff, children, and parents understand their roles in preventing and addressing bullying.

3. Definition of Bullying

The Anti-Bullying Alliance define bullying as follows:

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 or psychological. It can happen face-to-face or online.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.

- **Social** – excluding someone from a group, spreading rumours, or damaging someone's reputation.
- **Indirect** - Can include the exploitation of individuals.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance of health condition
- Home circumstances
- Sexual orientation, sexism, sexual bullying or homophobia
- Child on child abuse

Under the Equality Act 2010, we do not allow discrimination or harassment on any of these grounds.

4. Signs and Symptoms for parents and staff

There may be signs or behaviours that are symptoms of being bullied. Everyone should be aware of these possible signs and should make further investigations if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn or anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm/suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

- gives improbably excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated. These are a few of the symptoms highlighted by Kidscape and the Anti-bullying Alliance as key indicators that bullying may be taking place. **Be mindful that this is not a conclusive list**

5. Roles and Responsibilities

4.1 Staff Responsibilities

- All staff members are responsible for promoting a safe, happy and inclusive environment, by promoting and living-out our school vision and values.
- Staff should be vigilant in identifying and addressing bullying behaviour.
- Staff are required to investigate instances of bullying (or report any incidents of bullying to the designated safeguarding lead or Headteacher).

4.2 Children's Responsibilities

- Children are encouraged to live out our school vision and values in all aspects of school life.
- Children should report any incidents of bullying to a trusted adult, teacher, or peer mentor.
- Children should support their peers and stand against bullying behaviour.

4.3 Parent Responsibilities

- Parents are encouraged to discuss bullying with their children and promote positive behaviour.
- Parents should report any concerns about bullying to the school promptly.

6. Reporting and Responding to Bullying

5.1 Reporting Procedures

- Children and parents can report bullying incidents verbally or in writing to any member of staff. Staff will report incidences of bullying via our online system, CPOMS.
- All reports will be taken seriously and investigated promptly.

5.2 Investigation Process

1. **Initial Report:** The staff member receiving the report will document the details. They should inform a senior member of staff, where it will be decided as to who carries out the investigation stage.
2. **Investigation:** The member of staff undertaking the investigation will do this thoroughly, which may involve speaking to the individuals involved and any witnesses.

3. **Resolution:** Following the investigation, appropriate actions will be taken to address the bullying, which may include:
- Support for the victim.
 - Disciplinary action for the perpetrator (in line with our Behaviour and Relationships Policy).
 - Mediation or restorative practises to resolve conflicts.

5.3 Follow-Up

- The school will monitor the situation closely to ensure that the bullying has stopped and that the victim feels safe and supported.
- Support will be put in place by the school to help the perpetrator/s to overcome any other circumstances that may have led to the behaviour in addition to supporting a restoration process.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. counsellor (Kids Inspire/CAMHS), LA Support Team, Police Community Officer.
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, extended counselling, reduced timetables, or even fixed suspension or permanent exclusion will be considered.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded on CPOMs (School Safeguarding Online recording programme) and monitored to ensure repeated bullying does not take place.
- The Safeguarding Governor will be informed of any incidents recorded on CPOMs regarding bullying incidents, sanctions and reconciliation.

7. Prevention Strategies

At Leasingham St. Andrew's Church of England Primary School, we use a variety of methods to support children in preventing and understanding the consequences of bullying, such as:

- Exploration of our school's theologically underpinned Christian vision
- Whole School/Class Collective Worship sessions
- Jigsaw PSHE curriculum
- Computing curriculum including modules on e-safety
- Regular online safety newsletter
- Commitment to participating in the NSPCC 'Stay Safe, Speak Out' programme

Staff follow the equality policy; supporting and treating every child in our school equally. As part of the PSHE curriculum, collective worship and day to day school life we teach children to celebrate differences and be proud of what makes them special.

Staff are vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other

8. Specific Expectations for Church Schools

The 2023 SIAMS Framework sets out the expectations by which Church of England and Methodist schools and academies will be judged. Starting with a contextually appropriate Christian vision that reflects the school's foundation and meets the needs of its current community, SIAMS explores ways in which that vision enables pupils and adults to flourish.

Intrinsic elements of being able to flourish are being safe and being treated well – with dignity and respect - regardless of difference or disagreement. This principle applies to each person, because each one is made in the image of God and is precious.

Bullying is therefore unacceptable. There are no exceptions to this, and it will always be at odds with a Church school's vision. A journey through the SIAMS inspection questions enables us to understand this in the following ways.

- A school's Christian vision should be entirely commensurate with the premise that bullying of any kind and of any person is both unacceptable and at odds with the purpose of a Church school.
- The school's curriculum should, in turn, reflect that vision. Therefore, it should reinforce the inherent expectation that acceptance of and love for others are basic human characteristics that will be nurtured and grown. The curriculum will reinforce the principle that bullying of any kind has no place in the life of the school.
- Furthermore the school's worship life, and the concomitant focus on the spiritual growth of both adults and pupils, should reinforce that to be made in the image of God and to be human is to be diverse. Understanding of difference, therefore, is a key element of developing as a holistic spiritual human being. An understanding of difference removes any tendency towards bullying.
- As members of a Church school community grow in their full humanity, all can be expected to be treated well. It is unthinkable that a Church school's vision, when effectively shaping the life of the school, could tolerate bullying. All should be treated well in a Church school, and all should know that they are being treated well.
- As each person relaxes in the knowledge and experience of being treated well, they build on it and develop the confidence and ability to reach out to and on behalf of others. This reaching out subsequently grows into advocacy in which being treated well becomes a larger, more universal, language and set of behaviours. The benefits spread; and bullying is nowhere to be seen.
- A crucial part of understanding difference and diversity, and of eradicating bullying, is knowledge of other people's religious beliefs and practices. From such knowledge grows understanding. Therefore, an effective, well-taught religious education curriculum is an essential feature of a school in which human beings grow to neither bully nor to be bullied. During a SIAMS inspection, inspectors will need to gather evidence to ensure that they understand how the Christian vision creates an environment in which all are valued and are treated with dignity and respect. They will also seek evidence as to whether all know that they are treated with dignity and respect.

9. Monitoring and Review

- The school will regularly review incidents of bullying to identify patterns and assess the effectiveness of this policy.
- This policy will be reviewed annually and updated as necessary.

10. Communication

- This Anti-Bullying Policy will be communicated to all staff, parents, and children through the school website, newsletters, and training sessions.

11. Conclusion

Leasingham St Andrew's CofE Primary School is dedicated to creating a safe and supportive environment for all children. We believe that every child has the right to learn and thrive without fear of bullying. By working together, we can ensure that our school remains a place of kindness and respect.

Sources:

- Department for Education (DfE) guidance on preventing and tackling bullying.
- OFSTED inspection framework guidelines.
- Equality Act 2010
- Flourishing for all: Anti-Bullying Guidance for Church of England Schools (April 2025)
- Anti-Bullying Alliance