



LEIGH
Academies Trust

Leigh Stationers' Primary Academy

Anti-Bullying Policy

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Revision Log

Date	Version No	Brief detail of change
August 2023	2.0	Policy updated to reflect KCSIE 2023
September 2024	2.1	Policy updated to reflect KCSIE 2024 and change of name.
September 2025	2.2	Policy updated to reflect KCSIE 2025
November 2025	2.3	Addition to definition of bullying from the Anti-bullying Alliance

Anti-Bullying Policy

This policy takes into account Keeping Children Safe in Education 2025 and is based on DfE guidance: 'Preventing and Tackling Bullying Advice for Principals, staff and governing bodies, July 2017' and supporting documents:

- 'Supporting children and young people who are bullied: advice for schools, 17th November 2014'
- 'Cyberbullying: advice for Headteachers and school staff, November 2014'
- 'Advice for parents and carers on cyberbullying, November 2014'
- 'Childnet's "Cyberbullying: Understand, Prevent, Respond: Guidance for Schools'

Aims

- This policy outlines what Leigh Stationers' Primary Academy will do to prevent and tackle all forms of bullying.
- The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where no bullying of adults, children or young people will be tolerated.
- This policy will be reviewed at least annually.

Our school community

The community of Leigh Stationers' Primary Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfill their potential.

Our school community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn; and that pupils abide by the anti-bullying policy.

- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate and from LAT schools.

Definition of Bullying

- Bullying is “Behaviour by an individual or a group, repeated and consistently, over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Rude vs Mean vs Bullying (Anti-Bullying Alliance)

- Rude Behaviour is inadvertently saying or doing something that hurts someone else. Rude behaviour is often unintentional and can stem from thoughtlessness, poor manners or momentary lapses in judgement. While it may cause hurt feelings, it is not deliberate in its intent to harm.
- Mean Behaviour is purposefully saying or doing something to hurt someone once (or maybe twice). Mean behaviour is characterised by its intentional nature to cause harm, but it is often isolated or infrequent. It may arise from temporary anger, jealousy or other negative emotions.
- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is a serious form of mistreatment that goes beyond rude or mean behaviour. It is characterised by the following elements:
 - **Repetitive:** It occurs repeatedly over time, not just once or twice.
 - **Intentional:** The actions are deliberate and meant to cause harm, either physically or emotionally.
 - **Power Imbalance:** The perpetrator has some form of power over the victim, whether it's physical strength, social status or other factors.
 - **Targeted:** It is often aimed at certain individuals or groups, for example, because

of race, religion, gender, or sexual orientation

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online bullying or cyberbullying.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology positively and responsibly.
- Openly discuss differences between people that could motivate bullying such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Dealing with Bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A clear and precise account of the incident will be recorded and given to the Principal and/or Designated Safeguarding Lead via Bromcom reporting.

- The Designated Safeguarding Lead, or Deputy, will be informed of all bullying issues where there are safeguarding concerns.
- The Principal/ Designated Safeguarding Lead will interview all parties involved and will record the incident in accordance with school procedures.
- Teachers and other relevant members of staff will be kept informed as appropriate.
- When responding to online bullying concerns, the school will take all available steps to identify the perpetrator, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
 - If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
 - If a criminal offence has been committed, then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including online bullying), then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Behaviour Policy.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Informing parents/carers so they can work with the school to support the child.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance as appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting that content be removed and reporting accounts/content to service providers.
- Sanctioning in line with school Behaviour Policy.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an opportunity to discuss the concern with the designated safeguarding lead and/or a senior member of staff/Principal.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- If the bullying takes place online, support those affected by reporting content and/or accounts to the service provider as appropriate.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools' official procedures for complaints or concerns.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net Cyberbullying

Online bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis
- National Online Safety <https://nationalonlinesafety.com/login>

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
[www.cafamily.org.uk/media/750755/cyberbullying_and_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice:

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition - Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related