



St Leonard's

C of E Primary School

Anti-Bullying Policy

This policy was written in:	July 2025
To be reviewed:	July 2026
By:	Kay Proctor & Sally Walsh

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

Our priority is to ensure that all pupils are safe and feel safe. At St Leonard's, we have a separate Safeguarding Policy, Child Protection Policy and Online Safety Policy and Behaviour and Relationships policy which detail how we keep children safe.

This policy includes all aspects of safeguarding and includes specific safeguarding in relation to child on child abuse and children with special educational needs and/or disabilities.

Our aim is to prevent bullying at school. If it should occur, we aim to identify it quickly and deal with it immediately. Children must be safe, healthy, able to achieve and have the opportunity to enjoy a sense of well-being whilst at St. Leonard's. We promote an "It's OK to tell" approach in school, where children know that they will be listened to and taken seriously. Any bullying related incidents are investigated immediately by a senior member of staff and all children and their parents are informed.

Our policy is in line with the Government guidelines for preventing and tackling bullying.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We want to promote positive and respectful behaviour and strive to :

- Prevent bullying
- Deal with cases of bullying in an effective way which has a long term impact
- Provide information to parents/carers and children in a way that will reassure them that issues are being dealt with.

Bullying is defined as:

- deliberate hurtful behaviour, repeated over a period of time (persistent: day in, day out)
- deliberate derogatory behaviour/language, repeated over a period of time (persistent: day in, day out)

Bullying is not an isolated incident, an argument or falling out with a friend.

Child on child abuse

Children can abuse other children (often referred to as Child on Child abuse), and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is likely to include but not be limited to:

The four main types of bullying are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, derogatory remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups, both in person and online
- malicious - texts or e-mails, social media and online games

Child on Child abuse can look like the following:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

What staff should do if they suspect Child on Child abuse

It is important if staff have any concerns regarding Child on Child abuse they should speak to the designated safeguarding lead and record all concerns on CPOMS.

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Procedures to follow

- If a child feels they are being bullied they should inform a member of staff immediately and their parents.
- The teacher will listen carefully to all accounts and not make premature assumptions.
- The teacher will make notes and inform the SENDCo, Deputy and Headteacher.
- The teacher will adopt a problem solving approach and ask the child what he/she wants to happen next.
- The teacher will then, in conjunction with the child, agree the next steps to be taken.
- School will keep a record of all bullying incidents to monitor the situation on CPOMS.
- Staff will monitor and follow up any repeated incidents, ensuring that bullying has not re-occurred.
- Bullying incidents will be dealt with firmly and swiftly by a member of the Senior leadership Team.
- All incidents will be noted on CPOMS.
- One off incidents will be dealt with in line with our See Behaviour and Relationships Policy.
- **Parents will be informed if there are repeated incidents of bullying.**

Support for the children will be given as follows:

- Discussions with all involved and consequences/restorative conversations will be held. (See Behaviour Policy). If a number of pupils are involved, then a short group session may be appropriate.
- The matter will be reported to and dealt with by the Headteacher or member of the SLT.

Prevention and intervention strategies

- Pupils are given explanations as to what constitutes bullying and have the opportunity to discuss this in their PSHE lessons and at any time the teacher feels it is appropriate.
- We endeavour to provide children with a good playground environment, which will help prevent them from being bored and thus reduce the likelihood of bullying.
- All staff are aware of what is happening in their classrooms or in the playground.

- Support staff are aware and have training in what constitutes bullying behaviour and how to deal with it, should it occur.
- Bullying is talked about during Collective Worship and PSHE so that children are aware of what is regarded as bullying behaviour and they know that it is “OK to tell” and that we are a listening school.
- **Each year an Anti-Bullying week takes place.**
- We actively support the Government's Prevent Agenda to counter radicalism and extremism. This is taught through our PSHE and RE curriculum which aims to foster in children values such as tolerance, understanding, respect and indeed welcome all people from different faiths and countries. We also do this through debate and healthy discussion within a safe learning environment, where opinions are valued and challenged in a respectful and informed way.
- **Each year an Online Safety day takes place about being safe online. This also forms part of the curriculum. (See online safety policy).**

Communication

Children are often reluctant to disclose information regarding as they may fear retribution and being accused of ‘telling tales’. We promote an ethos of openness where children will trust adults with information about inappropriate behaviour. We promote an “It’s OK to tell” approach in school, where children know that they will be listened to and taken seriously.

An open environment is one where all members have responsibilities towards each other, which may involve disclosing information about themselves being bullied, or if they are aware of others being bullied. Encouraging communication and reminding children that they need to talk and let adults know about things which are making them unhappy is essential. Children should be aware that all adults in school are here to help. All children discuss who their trusted adults are in school.

This policy will be reviewed each year.