



'Let your Light Shine' Matthew 5:16

**Northleaze Church of England Primary School
Anti-bullying Policy 2025**

Written by	Headteacher
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This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Our Christian Values:

Responsibility, Creativity, Respect, Compassion, Resilience, Friendship

www.bathandwells.org.uk



Northleaze CofE Primary School

Anti-bullying Policy

Rationale

At Northleaze, our vision *'Let your light shine'* underpins everything we do. We believe every child and adult in our community should feel safe, valued, and empowered to flourish. Our Christian values—responsibility, creativity, respect, compassion, resilience, and friendship—shape our relationships, our curriculum, and our daily life together.

Everyone at Northleaze has the right to be themselves, to feel included, and to learn in a safe and happy environment. Bullying of any kind is unacceptable and will not be tolerated. We aim to create a culture where kindness, respect, and forgiveness are lived out daily, and where difference is celebrated.

Links to Legislation:

This policy is informed by statutory guidance including Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children. There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- **Education Act 2002 (Section 175)** – Duty to safeguard and promote welfare of children
- **Education and Inspections Act 2006, 2011** – Behaviour policies and powers to discipline
- **Equality Act 2010** – Public Sector Equality Duty and protection from harassment
- **Children Act 1989** – Child protection and welfare considerations
- **Protection from Harassment Act 1997** – Criminal offence of harassment
- **Malicious Communications Act 1988** – Offensive or threatening communications
- **Public Order Act 1986** – Threatening or abusive behaviour causing distress

Definition of Bullying:

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally (DfE *Preventing and Tackling Bullying*, July 2017). Bullying often involves an imbalance of power between the perpetrator and the victim.

Examples of Bullying

Bullying can include:

- Name-calling, taunting, mocking, making offensive comments
- Kicking, hitting, tripping, spitting, taking belongings
- Producing offensive graffiti
- Gossiping, excluding people from groups, spreading hurtful or untruthful rumours

Online/Cyberbullying

The same unacceptable behaviours expressed online, including:

- Sending offensive, upsetting or inappropriate messages by phone, text, instant messenger, gaming platforms, websites, social media sites and apps
- Sharing offensive or degrading photos or videos

Bullying as Child-on-Child Abuse

Bullying is recognised by the school as a form of child-on-child abuse. It can be emotionally abusive and cause severe and adverse effects on children's emotional development.

Forms and Types of Bullying Covered by This Policy

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or related to home circumstances
- Bullying related to physical or mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology (online/cyberbullying)

Prejudicial bullying against people with protected characteristics:

- Race, religion, faith and belief (including those without faith)
- Ethnicity, nationality or culture
- Special Educational Needs or Disability (SEND)
- Sexual orientation (homophobic/biphobic bullying)
- Gender-based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Methods of Bullying

Bullying can take many forms. This policy recognises the following methods:

- **Physical aggression** – hitting, kicking, tripping, spitting, taking or damaging property, use of threat or force in any way, intimidation, or demands for money or goods.
- **Verbal** – name-calling, insulting, teasing, mocking, taunting, gossiping, secrets and threats, including references to upsetting events such as bereavement, divorce, or being in care.
- **Indirect** – excluding or ostracising others, spreading rumours, story-telling, inappropriate gestures, and misuse of communication channels such as emails, chat rooms, or messaging on mobile devices.
- **Cyberbullying** (a type of indirect bullying) – sending harmful or inappropriate messages via text, email, social media, or apps; misuse of photos or videos; and any online behaviour intended to cause distress.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definitions.

- All staff are expected to challenge and record the use of derogatory language on CPOMS.
- Casual use of such language must never be dismissed as 'banter', 'part of growing up', or 'kids being kids'.
- All incidents will be recorded and monitored, and appropriate follow-up actions and sanctions will be applied where necessary.

To create a safe and respectful environment, we will:

- Educate pupils through a well-planned PSHE curriculum (Jigsaw).
- Teach online safety and appropriate use of technology across KS1 and KS2 as part of our computing curriculum.

- Embed our core values—respect, compassion, responsibility, friendship, resilience, and creativity—and link these values to positive behaviours.
- Mark Anti-Bullying Week each November as an opportunity to reinforce awareness and review policy and procedures.
- Model our values and demonstrate zero tolerance for bullying behaviour as a staff team.
- Ensure pupils know who they can talk to and what steps will be taken if they report bullying.
- Train pupils as ‘Anti-Bullying Ambassadors’ through the Diana Award programme.
- Share our policy and procedures with parents and governors to promote transparency and partnership.
- Apply the policy consistently and robustly across the school.
- Respond to incidents promptly, never ignoring concerns, and record all cases accurately and in a timely manner using CPOMS.
- Provide regular staff training on recognising, preventing, and responding to bullying, including online bullying.
- Gather pupil voice through surveys or discussions to monitor how safe children feel and inform improvements.
- Use restorative approaches where appropriate to rebuild relationships and prevent recurrence.
- Monitor and evaluate bullying incidents termly to identify patterns and improve strategies.
- Address all forms of bullying, including those related to protected characteristics, and promote equality and inclusion.
- Offer peer support systems such as buddy schemes alongside Anti-Bullying Ambassadors.
- Link to safeguarding policy, recognising bullying as a safeguarding concern.
- Celebrate positive behaviour by recognising pupils who consistently demonstrate respect and kindness.

Possible Indicators of Bullying:

Staff and parents should be alert to the following signs, which may indicate a child is experiencing bullying:

- Disturbed sleep patterns
- Bedwetting
- Frequent headaches or stomach aches
- Difficulty concentrating
- Noticeable changes in behaviour or attitude
- Truancy or reluctance to attend school
- Bullying other children
- Changes in eating habits
- Sudden mood changes
- Alterations in clothing or personal appearance
- School refusal
- Increased anxiety
- Becoming withdrawn or seeking isolation

Responding to Bullying

All staff have a duty to challenge bullying, record incidents on CPOMS, and follow safeguarding procedures. Staff must model positive behaviour and uphold the school’s zero-tolerance approach to bullying. When an incident of bullying is suspected or reported, the school will take the following steps:

Immediate Action

The member of staff who witnesses or receives the report will deal with the concern promptly.

Support for the Victim

Ensure the child is safe from immediate harm and involve them in decision-making where appropriate.

Investigation

The Headteacher, Designated Safeguarding Lead (DSL), or another senior member of staff will interview all parties involved.

Safeguarding

The DSL will be informed of all bullying issues where safeguarding concerns exist.

Communication

Relevant staff will be informed as appropriate. Parents/carers will be kept updated in line with child protection and confidentiality policies.

Sanctions and Support

Apply sanctions as outlined in the school's Behaviour and Relationships Policy and provide support for all parties involved.

External Agencies

Where necessary, consult or involve external agencies such as the police (if a criminal offence has occurred) or children's social care if a child is at risk of significant harm. Serious incidents may be reported to the Local Authority or Department for Education where required.

Off-Site or Online Bullying

Investigate incidents occurring off-site or outside school hours (including cyberbullying). The DSL will liaise with other schools if needed. Appropriate action, support, and sanctions will follow in line with this policy and the Behaviour Policy.

Recording

Record a clear and detailed account of the incident on CPOMS, including decisions and actions taken. Reports will be shared with the Headteacher and governing body. All records will be managed in line with GDPR and the school's Data Protection Policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act immediately when an incident is reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the perpetrator to prevent recurrence. The school will provide emotional support through pastoral care, mentoring, or counselling where appropriate.
- Encourage the victim to keep evidence (e.g., screenshots) to assist with any investigation.
- Take all reasonable steps to identify the person responsible, which may include:
 - Reviewing use of school systems.
 - Identifying and interviewing possible witnesses.
 - Contacting the service provider and, if necessary, the police.
 - Work with individuals and online service providers to prevent the incident from spreading and to remove offensive or upsetting material. This may include:
 - Supporting reports to service providers to remove content if those involved cannot be identified or refuse to delete content.
 - Confiscating and searching pupils' electronic devices (e.g., mobile phones) in accordance with the law and the school's Searching and Confiscation Policy. The school will refer to DfE guidance "*Searching, Screening and Confiscation at School*" and Childnet's cyberbullying guidance to ensure powers are used proportionately and lawfully.
 - Requesting deletion of locally held content and online content that breaches school behaviour policies.
 - Applying appropriate sanctions to the person responsible for the cyberbullying and provide additional support as needed.

- Informing the police if a criminal offence has been committed.
- Provide guidance to staff and pupils on steps to protect themselves online, including:
- Advising those targeted not to retaliate or reply.
- Explaining how to block or remove people from contact lists.
- Encouraging careful management of personal information in the public domain.

Sanctions and Restorative Actions

The school will apply sanctions in line with the Behaviour and Relationships Policy, while prioritising a nurturing and restorative approach to help pupils learn from their actions and repair relationships. These may include:

- **Restorative Conversations**
Guided discussions to help the pupil understand the impact of their behaviour and agree on positive steps forward.
- **A Sincere Apology**
To the victim, either verbally or in writing, as part of a restorative process.
- **Loss of Privileges**
Temporary removal of certain school privileges.
- **Loss of Playtimes or Lunchtimes**
Supervised reflection time during breaks.
- **Parental Involvement**
Requesting parents/carers to meet with a member of the Senior Leadership Team to discuss the matter and agree on next steps.
- **Withdrawal from Clubs or Activities**
Removal from after-school clubs or activities where relevant.
- **Targeted Support**
Access to mentoring, social skills groups, or emotional regulation support to address underlying issues.
- **Suspension**
Fixed-term exclusion where behaviour is severe or persistent.
- **Permanent Exclusion**
In cases of serious or repeated bullying where all other interventions have failed.

Involvement of Pupils

We will:

- Involve pupils (through the School Council and Anti-Bullying Ambassadors) in policy development and decision-making, ensuring they understand what bullying is and what it is not, and are clear about the school's approach.
- Regularly seek pupils' views (via the School Council and Pupil Surveys) on the extent and nature of bullying within the school.
- Ensure all pupils know how to express worries and anxieties about bullying.
- Make pupils aware of the range of sanctions and restorative actions that may be applied to those engaging in bullying.

Involvement and Liaison with Parents and Carers

We will:

- Take proactive steps to involve parents and carers, ensuring they understand that the school does not tolerate any form of bullying.
- Provide key information about bullying (including policies and named points of contact) in accessible formats, including via the school website.
- Ensure all parents/carers know who to contact if they are concerned about bullying and where to access independent advice.
- Work collaboratively with parents/carers and the local community to address issues beyond the school gates that may give rise to bullying.
- Encourage parents/carers to role model positive behaviour for pupils, both online and offline.
- Ensure all parents/carers are aware of the school's complaints procedure and how to use it appropriately to raise concerns.

Monitoring and Evaluation

We will monitor the effectiveness of this policy and its procedures through:

- Pupil Surveys to gather feedback on experiences and perceptions of bullying.
- Pupil Voice via School Council and Anti-Bullying Ambassadors.
- Parent Feedback through the annual questionnaire and ongoing communication.
- CPOMS Records to track incidents, concerns, and communication with parents.
- Termly Reports to the Local Governing Body on bullying trends and actions taken.
- The Local Governing Body will review this policy annually and monitor its implementation through termly reports.

Role of DSL/DDSL in Monitoring Patterns and Trends

The Designated Safeguarding Lead (DSL) and Deputy DSL systematically review behaviour and bullying incident records (including CPOMS entries) to identify patterns and trends at pupil, group, and whole-school level. This analysis considers factors such as time, location, type of incident, and any links to safeguarding, SEND, or attendance concerns. Findings inform targeted interventions, early help, and preventative strategies. Summary insights are shared termly with senior leaders and governors, and actions are monitored for impact. All data is managed in line with GDPR and the school's Data Protection Policy

Links to Other Policies

This policy should be read in conjunction with:

- Behaviour and Relationships Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Online Safety / Acceptable Use Policy
- Complaints Policy
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Exclusions Policy
- Mental Health and Wellbeing Policy
- Whistleblowing Policy

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