Leamington Hastings C of E Academy

Anti Bullying Policy

Sowing the seeds of a lifetime love of learning in a caring, Christian community.

Plant, Grow, Flourish

Latest policy update: September 2025

Policy Version	Date	Author	Changes
V1	September 2022	Suzanne Marson	Initial Issue – new policy
V2	September 2023	Suzanne Marson	Annual update- Pg 3 – rewording of bulling definitions paragraph Pg 5 – esafety and cyberbullying reworded
V3	September 2024	Suzanne Marson	Annual update – some small rewording of sentences and addition of Assistant Headteacher as behaviour lead.
V4	August 2025	Suzanne Marson	Annual update – some minor rewording in the allegations of bullying and reporting instances of bullying sections
V5	August 2026	Suzanne Marson	Annual review – no changes

This policy should be read in conjunction with:

- The school Child Protection and Safeguarding Policy
- The school Online Safety Policy
- The school Relationships and Behaviour Policy
- The Multi Academy Trust Exclusions Policy
- The Multi Academy Trust Use of Reasonable Force and Physical Intervention Policy

And the Department for Education Publication:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Vision and Ethos

Our vision as a Church of England Infant school, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of 'Living life in all its fullness', educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our theologically rooted vision is based on the Parable of the Sower, taken from the Gospel of Matthew, reflecting our local farming community.
Jesus told his followers the Parable of the Sower:

- A farmer sows some seed in a field
- Some seed falls onto the path, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly but soon the sun dries them. There is not enough soil, and the plants die.
- Some seeds begin to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But other seed falls on rich soil and receives everything they need, so the plants grow and flourish.

The meaning of the parable can be interpreted as below:

- The seeds are the teachings of academic learning, values, learning behaviours, extra-curricular trip and visitors, character and personal development and, for Christians and those of faith, the word of God.
- If we are not open to new learning and experiences, the seeds may be picked up by the birds and carried away.
- We may be inspired to try something new or to make a difference in the world, but without courage and perseverance we give up. The ideas wither away like the plants that grew on the rocks.
- We may be distracted or influenced by things we shouldn't be e.g., the temptation to make the wrong choice. These choices may stop future growth, as in the example of the weeds.
- The adults, as farmers, tend to the seeds to enable them to grow and flourish, guiding them through their school journey.
- The seeds that fall on the rich soil are those that are listened to and taken on board, leading to application of taught skills and values. These help us to grow and flourish into all that we can be.

At Leamington Hastings, we strive to provide the rich soil that enables our children and adults to develop the deep roots to enable them to grow and flourish.
Within our community, we nurture growth and support everyone to have the courage to face challenge and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom.
We aim that everyone feels valued and has respect for themselves, others and the environment in which we live, living together as a school family.

Anti-Bullying Strategy

At Leamington Hastings C of E Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Leamington Hastings C of E Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, academy staff should report their concerns to their Local Authority's safeguarding team if it is appropriate to do so.

Bullying Definition

At Leamington Hastings, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through collective worship and PSHE lessons.

We agree that:

- Bullying is a conscious act.
- Bullying can be physical hurting, name calling, damage to someone's property, giving unkind looks or leaving people out of activities/games.
- Bullying can include teasing, using put downs and spreading rumours or untruths about someone.
- Any of the above behaviours conducted online or on mobile devices is classed as cyber bullying.
- Bullying can happen when the relationship is imbalanced.
- Bullying is usually on-going and is more than one act of unkind behaviour.
- We discuss the acronym STOP – Several Times On Purpose.

The above behaviours will often leave the victim feeling stressed, lonely, anxious, lacking in confidence and suffering from poor self-esteem.

At Leamington Hastings, we believe that every child and adult in school should be able to attend an environment free from bullying. Bullying is not tolerated in any form. Everyone should feel confident when coming to school that they can spend the day in a safe place where all respect one another.

Types Of Bullying

Types of bullying may include, but are not limited to:

- Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

- Verbal bullying

Verbal bulling includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. Whilst sometimes verbal bullying starts off as unintended harm, it can escalate to levels which start affecting the individual target.

- Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

  - lying and spreading rumours
  - negative facial or physical gestures, menacing or contemptuous looks
  - playing nasty jokes to embarrass and humiliate
  - mimicking unkindly
  - encouraging others to social exclude someone
  - damaging someone's social reputation or social acceptance.

- Cyber bullying

The Cyber Bullying Research Centre defines cyber bullying as: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

  - abusive or hurtful texts, emails or posts, images or videos
  - deliberately excluding others online
  - gossip or rumours
  - imitating others online or using their log-in.

- Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of the colour of their skin, ethnicity culture, faith community, national origin or national status.

- Homophobic Bullying
  This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who identify as gay, lesbian, bisexual or transgender

Bullying Prevention

The school takes a proactive approach to bullying and aims to prevent this taking place. Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through Collective Worship, as well as Jigsaw PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness, along with 'Children's Mental Health Week' and 'World Mental Health Day'.
E-safety is an important part of the curriculum, including highlighting the issue of cyberbullying, and information for parents is included in newsletters and on the school website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. The school rule of respect and values of friendship, truthfulness and forgiveness are a regular focus in school.

Allegations of bullying / When bullying takes place

When bullying does happen, staff, parents and pupils should feel confident to report the behaviour to an adult in school. Staff will report any suspected bullying onto CPOMS under the category of unsubstantiated bullying. Where bullying is identified, or an allegation of bullying is made, the behaviour lead (Assistant Headteacher) must always become involved who will take this seriously and carry out an investigation.

Appropriate investigations will be carried out including meeting with all children and adults concerned to establish the facts and build up an accurate picture of events over time. This will involve speaking to the alleged perpetrator(s), victim(s) and adult and child witnesses by the behaviour lead.

If the allegation of bullying is upheld, the behaviour lead will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. Actions will be put in place to prevent further occurrences, including appropriate emotional support for both the victim and the perpetrator. Where bullying has been identified, the behaviour lead will ensure that parents of all

parties are aware of the behaviour and the actions that will take place.

All investigation records will be logged on CPOMS, and where appropriate, the original CPOMS post from a member of staff will be changed to substantiated bullying.

As the behaviour lead, the Assistant Headteacher will ensure that relevant school staff are aware of any incidents of bullying and details of intervention taking place, so that all staff can support the children involved.

Where incidents of bullying behaviour involve children from another school, such as on the school bus, the Assistant Headteacher will communicate with members of staff from the other school to carry out a joint approach.

If the situation does not improve, the Assistant Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention, further monitoring, support, involvement of external agencies where appropriate and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying
Staff should be vigilant in looking out for signs of bullying or other child protection signs including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches and bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual temper, refusal to say why they are unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches and signs of depression.

Behavioural: anxiety in coming to school, school refusal, asking for more money, sudden changes in behaviour and mood, concentration difficulties and changes in personality.

Recording incidents of bullying
All allegations or incidents of bullying should be recorded. Records will be held that detail the type of bullying and actions that have taken place. These should be recorded onto CPOMS.

All staff must ensure that any behaviour incidents are recorded on CPOMS as described in the Relationships and Behaviour Policy and CPOMS staff handbook, so that possible patterns of behaviour, such as bullying, may be identified. Behaviour records are analysed on a half termly basis by the Assistant Headteacher, and more frequently if necessary. Any member of staff that notices a pattern of behaviour, including a pattern that may indicate bullying, must inform the Assistant Headteacher as the behaviour lead immediately.

When a child deliberately physically hurts another child, or bullies them, these will be considered a

form of child-on-child abuse. All instances must be recorded on CPOMS as detailed in the Relationships and Behaviour policy and the CPOMS staff handbook.

Staff bullying

All staff in school have the right to work in a place that is free of bullying. Should a member of staff feel that they are being bullied by a member of staff they should follow the school's whistleblowing policy. Should a member of staff feel that they are being bullied by a parent, contractor or visitor, they should inform the Headteacher.