Leesland C of E Federation



Anti-Bullying Policy

"Two Schools, One Vision"

Approval By:	Full Governing Body
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Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF THE GOVERNING BODY

Date Approved: 8th July 2025

*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

Federation Statement on Bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with grace, love and respect. Our schools are places where everyone should be able to flourish in and loving and hospitable community.

Aims and Purpose on this policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the schools' community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour, which is deliberate and repeated. Bullying can be carried out by an individual or group, where the bully or bullies hold more power that those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)

- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another group of people (e.g. travellers, asylum seekers, coming from another school)

2. Reporting Bullying

Every pupil should be confident that they know who they could tell if they are being bullied. This may be a teacher, an adult in the school or a friend who will help him or her tell an adult.

Each pupil is able to tell a trusted adult about a bullying incident verbally or in writing (this may be anonymous is desired, although should include the names of the person being bullied and the name of the perpetrator/s to enable it to be investigated properly).

Reporting – roles and responsibilities

- Staff – all staff members have the duty to challenge bullying (including homophobic, biphobic, transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the schools' efforts to prevent bullying.

- Senior Staff – The Senior Leadership Team (SLT) and the Executive Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

- Parents/carers – Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to be confident in reporting bullying.

- Pupils– Pupils must not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Whichever adult is chosen to share the information with will listen actively and ensure the immediate safety of pupils involved. They will take notes of the allegations, not ask leading questions and cannot promise confidentiality. The staff member will promise to act on the information given and to do their best to help resolve the issues but cannot promise that everything will be ok.

2. Staff will record the bullying on CPOMS (our school database for behaviour and safeguarding concerns). This will be followed up by notifying the Head of Schools in person as soon as is practical.

3. The Head of Schools will carry out a full and thorough investigation. Speaking to relevant member of the school's community and ensuring all parties are heard in a fair and equitable manner. A written record will be kept securely of any such investigation using the CPOMS system.

4. Where there is found to be a case of bullying, support will be offered to the target of the bullying from an appropriate adult within the school. This may be the class teacher, School Counsellor, Family Support Worker, Seals/PALs staff or Learning Support Assistant.

5. Staff will proactively respond to the bully who may require support from the Seals/PALs team, School Counsellor, Family Support Worker or class teacher or using restorative meetings.

6. Staff will assess whether parents and carers need to be involved.

7. The Executive Headteacher and/or Head of Schools will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

8. Designated school staff will monitor incidents recorded on CPOMS and analyse the results.

9. Designated school staff will produce annual reports summarising the information that the Executive Headteacher will report to the governing body.

10. Prejudice based incidents will be reported to the Local Authority and external agencies as appropriate, using the form in appendix A.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can affect pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school. They should report and respond accordingly to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms for bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored on CPOMS and follow up actions and sanctions (if appropriate) will be taken for pupils and adults found using such language. Staff are also encouraged to record the casual use of derogatory language using information mechanisms such as CPOMS.

6. Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously, recorded, and monitored in school, with the Executive Headteacher reporting incidents to the governing body and Local Authority on a regular basis. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions. See Appendix A.

7. Federation strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our Federation vision and Christian values are at the heart of everything we do here at Leesland and ensures that all members of the Federation community are revered and respected as members of a community where all are known and loved by God.
- Our curriculum includes opportunities for pupils to understand about different types of bullying and what they can to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Philosophy for Children (P4C) and circle time provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Staff and pupils challenge stereotypes across the school.
- Restorative meetings provide support to those who show bullying behaviours.
- Working with parents and carers, and in partnership with community organisations

8. Monitoring the policy

The Head of Schools is responsible for monitoring the policy on a day-to-day basis. The Head of Schools is also responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

9. Evaluating and Reviewing

The Executive Headteacher is responsible for reporting to the governing body (and Local Authority where appropriate) on how the policy is enforced and upheld, via the termly written report to governors. The governing body is in turn responsible for evaluating the effectiveness of the policy via the termly written report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy will be reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Hampshire County Council

Appendix A: (may be used as a template for localised form)





Bullying and prejudice-based incident report form

Report form completed by:	
Date of report:	
Time of incident:	

Type of report/incident:

Bullying		Prejudice-based incident		Both			

Concern raised by:

Victim		Perpetrator		Third party – staff			
Child/young person		Parent/carer		Other			

Where did the incident take place? Tick all that apply.

Bus		Corridor		Park			
Taxi		Classroom		Playground			
Toilets/Cloakroom		Locker/changing room		Online/social media			
On the way to/from school		Other (please describe below)					

Other

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age/year/tutor group of perpetrator/s:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race	
Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance	
Home circumstances/socio-economic factors	

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying	
Damage to property	
Indirect/social	
Physical Abuse (against staff)	
Physical Abuse (against pupil/student)	
Possession/distribution of offensive materials	
Sexual abuse/harassment (against staff)	
Sexual abuse/harassment (against pupil/student)	
Verbal Abuse (against staff)	

Verbal Abuse (against pupil/student)	

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?	
Does the victim need additional support?	
Is this a repeat victim?	
Is this a repeat perpetrator?	
Are any of the individuals at risk of radicalisation?	

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

‘Trans’ is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline e.g. gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force e.g. pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre

http://www.educateandcelebrate.org/

https://www.theredcard.org/

www.hants.gov.uk/emtas

https://www.stophateuk.org/

http://report-it.org.uk/home

https://tellmamauk.org/

https://cst.org.uk/antisemitism/hate-crimes

http://www.galop.org.uk/

https://www.hampshire.police.uk

https://www.hampshire-pcc.gov.uk

https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf