

# Policy Document

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## Anti-Bullying Policy

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| <b>Policy Tier</b>      | 1                    |
| <b>Policy Owner</b>     | Trust Behaviour Lead |
| <b>Ratifying Body</b>   | Board of Trustees    |
| <b>Approval Date</b>    | July 2026            |
| <b>Next Review Date</b> | July 2027            |
| <b>Version Number</b>   | 1                    |

### Applicability:

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This policy applies to staff in accordance with its designated policy tier.

- Tier 1: Applies to all schools and centrally based staff and must be adopted in full without modification.
  - Tier 2: Applies trust-wide but allows limited contextualisation to reflect individual school circumstances.
  - Tier 3: Applies at school level and is approved and implemented through local governance arrangements
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## 1. Statement of Intent

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Leigh Trust is committed to a safe, inclusive culture where bullying of any form is not tolerated. We recognise bullying as a safeguarding risk that can severely impact wellbeing, attendance, learning, and life chances. The Trust will prevent, identify, and respond to bullying swiftly and proportionately, in partnership with pupils, families, staff, governors, and external agencies where appropriate. \*(KCSIE 2025 emphasises safeguarding systems that protect pupils from harm; bullying is treated as a safeguarding concern).

## 2. Statutory Guidance

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This policy is informed by and will be implemented in line with:

- **Keeping Children Safe in Education (KCSIE) 2025** (statutory): sets out what schools must do to safeguard and promote welfare, including measures to prevent bullying, especially for vulnerable pupils (e.g., SEND).
- **DfE Preventing and Tackling Bullying (2017)**: national guidance on definitions, prevention, response, and legal context.
- **Behaviour in Schools (DfE, Feb 2024)**: expectations for behaviour culture, early intervention, sanctions, and responding to online incidents.

## 3. CARES Values and Bullying Prevention

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Our **CARES** values shape the Trust's climate:

- **Creativity** – encouraging pupils to express themselves positively and resolve conflict in constructive ways
- **Aspiration** – setting high expectations for conduct and personal responsibility
- **Respect** – promoting dignity, kindness and tolerance conduct in all interactions.
- **Excellence** – maintaining high standards of behaviour and clear accountability.
- **Supportive** – providing a safe environment where concerns can be shared, working in partnership with parents, carers and outside agencies to secure positive outcomes.

This aligns with DfE guidance promoting whole school behaviour culture, early intervention, and inclusion.

Through our CARES values, we are committed to fostering a culture where everyone feels safe, respected and empowered to thrive, and where bullying is actively challenged and addressed.

## 4. Definition of Bullying

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Bullying is repeated, intentional behaviour causing emotional or physical harm where there is an imbalance of power, including in person and online. Forms include physical, verbal, social/relational, cyber-bullying, and prejudice-based bullying (e.g., race, religion/belief, sex/gender, sexual orientation, disability/SEND, appearance, socio-economic status, looked-after status).

**Relational conflict** (one-off fallouts between peers of similar power, followed by remorse and willingness to resolve) is not bullying but is still addressed and monitored to prevent escalation.

## 5. Aims

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1. Prevent bullying through culture, curriculum, supervision, and pupil voice.
  2. Ensure safe, accessible reporting routes for pupils, parents, staff, and visitors.
  3. Respond swiftly, proportionately, and restoratively, with appropriate sanctions.
  4. Record, analyse, and act on trends to reduce recurrence and protect vulnerable groups.
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## 6. Prevention (Curriculum, Culture, Environment)

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### 6.1 Curriculum & Education

- PSHE/RSHE and online safety curriculum covers respectful relationships, bystander action, consent, digital citizenship, and how to report concerns.
- Assemblies reinforce CARES, equality, and inclusion.

### 6.2 Staff Practice & Supervision

- Staff model respectful behaviour; visible presence at transition and social times; proactive deescalation and early intervention.

### 6.3 Pupil Voice & Leadership

- School councils, behaviour ambassadors, and trusted-adult systems; anonymous reporting where appropriate.

## 6.4 Inclusion and Additional Needs

- Anticipatory support for pupils at higher risk (e.g., SEND, medical conditions) with accessible reporting and reasonable adjustments. *(KCSIE highlights heightened risks and communication barriers for some pupils).*

## 7. Reporting Bullying

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Anyone can report pupils, parents/carers, staff, volunteers, visitors — in person, by phone/email, or via the school's designated reporting routes (including anonymous where provided). All reports are taken seriously, recorded on the Trust's safeguarding/behaviour system, and triaged the same day where risk of harm is indicated, in line with KCSIE.

## 8. Response and Resolution

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### 8.1 Immediate Safety and Triage

- Ensure the target's safety and wellbeing; consider safeguarding thresholds and inform DSL promptly where risk of harm is suspected (child-on-child abuse is a safeguarding issue).

### 8.2 Investigation

- Gather accounts from involved pupils and witnesses, considering power dynamics, vulnerabilities, and online evidence.

### 8.3 Outcomes, Support, and Sanctions

- **For targets:** safe space access, pastoral check-ins, reasonable adjustments, restorative processes where appropriate, referrals to internal/external support.
- **For pupils engaging in bullying:** proportionate sanctions per Behaviour Policy; education on impact (mentoring, PSHE tasks), behaviour contracts and parental involvement; consider underlying needs and support offers.
- **Online incidents:** follow DfE behavioural guidance (searching/screening/confiscation, involving platforms/parents/police as required).

#### 8.4 Communication with Parents/Carers

- Inform parents/carers of all involved pupils of findings, actions, and review points unless this raises safeguarding risks.

#### 8.5 Restorative Practice

- Where appropriate and safe, use restorative meetings to repair relationships; not a substitute for sanctions where these are due.

### 9. Recording, Monitoring and Evaluation

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- All incidents (substantiated or unsubstantiated) are logged securely and categorised (type, prejudice-based element, location, online/offline, actions taken).
- **Senior leaders/DSL** review patterns at least termly (by pupil group, location, time, method) and implement targeted prevention (e.g., hotspot supervision, curriculum changes).
- **Governance** receives anonymised termly reports to ensure oversight and challenge.

### 10. Roles and Responsibilities

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- **Trust Board & Local Governing Body:** ensure an effective policy; scrutinise data; hold leaders to account for safeguarding culture and inclusion
- **Headteachers & Senior Leaders:** embed whole school behaviour culture; resource supervision; ensure training and consistent practice.
- **Designated Safeguarding Lead (DSL):** oversee recording, risk assessment, referrals, and multiagency working; ensure alignment with KCSIE.
- **All Staff:** model CARES values; act on early signs; record and escalate; apply sanctions/restoratives fairly; safeguard pupils.
- **Pupils:** uphold CARES values; report concerns; support peers safely (upstander behaviours).
- **Parents/Carers:** work in partnership with the school; reinforce CARES at home; report concerns promptly.

### 11. Training

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- Annual safeguarding and anti-bullying training for all staff, with refreshers on online harms, discriminatory language, low-level behaviours, and early intervention.
- Induction covers reporting routes and logging.
- Regular updates through Staff Briefing and INSETs.

## 12. Equality, Diversity and Human Rights

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The Trust complies with the Equality Act 2010, eliminating discrimination, advancing equality, and fostering good relations. Prejudice-based incidents are recorded, monitored, and addressed.

## 13. Escalation and External Reporting

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Where incidents may constitute hate crime, harassment, or online criminality, the school will seek advice and, where appropriate, refer to police and external agencies in line with KCSIE and local safeguarding procedures.

## 14. Review and Publication

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- Policy reviewed annually (or sooner if guidance changes).
- Published on Trust and school websites; available in accessible formats on request.