



RESPECT. RESILIENCE. INTEGRITY.

Anti-Bullying Policy

FINAL APPROVAL

15 October 2026

NEXT DOCUMENT REVIEW

July 2027

Document owner	Liv Williams, Anti-Bullying Lead and Health and Wellbeing Lead; Ben Corless, Deputy Anti-Bullying Lead
Confirmed by	Krystian Liptrot, Chair of the proprietor board, for Life Changing Education Ltd
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Next document review	July 2027 (earlier following a material change)
Applies to	Pupils, staff, visitors, educational visits, commissioned alternative provision and relevant online conduct. Proposed school site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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Definition and scope

This policy applies to bullying involving pupils at the proposed school site, on transport, during educational visits, within commissioned alternative provision, and online or out of hours where conduct affects school safety or welfare. Bullying or harassment involving staff is handled through the Staff Code of Conduct, grievance, whistleblowing and staff-wellbeing arrangements, with safeguarding procedures used where a pupil may be at risk.

DSL means Designated Safeguarding Lead; AP means alternative provision; SLCN means speech, language and communication needs.

Bullying is behaviour by an individual or group, usually repeated or likely to be repeated, that intentionally hurts another person or group physically or emotionally and involves a real or perceived imbalance of power. A one-off conflict or dysregulated incident is not automatically bullying, but every harmful incident is still addressed and a serious one-off incident may be safeguarding, discriminatory or criminal.

- Physical: hitting, pushing, damaging possessions, intimidation or unwanted physical acts.
- Verbal: threats, humiliation, name-calling, sexualised language, coercion or repeated taunting.
- Relational/social: exclusion, manipulation, rumour, controlling friendships or deliberate isolation.
- Online: harmful messages, images, impersonation, group exclusion, harassment or sharing content without consent.
- Prejudice-related: linked to a protected characteristic or another identity, perceived difference or vulnerability, including age, appearance or care experience; this includes misogyny, antisemitism and anti-Muslim hostility.
- Sexual bullying/harassment and child-on-child abuse, which follow safeguarding procedures as well as this policy.

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SEMH informed prevention

- Predictable routines, calm adult modelling, small groups and active supervision at known pressure points.
- Explicit teaching of consent, boundaries, difference, protected characteristics, online conduct, friendship, assertiveness, bystander action and help-seeking.
- Communication-friendly reporting routes, including spoken, written, visual, recorded and supported pupil voice.
- Individual regulation and relationship plans where assessment identifies increased vulnerability or risk.
- Curriculum teaching through PSHE/RSHE, English, humanities, computing, PE, art/music, form time and enrichment.
- Staff coaching by Liv Williams, Ben Corless, the DSL and SaLT so communication breakdown is identified without minimising impact.

- Staff uphold and embed the school values of Respect, Resilience and Integrity, fostering a positive and inclusive school culture.

3 Reporting routes

A pupil may report to any adult, through their form tutor/key adult, Liv Williams, Ben Corless or the safeguarding team. Parents may contact the school using 07446 417002 or LCEAcademy@lifechangingeducation.uk. Staff act on witnessed, reported or suspected bullying; they do not wait for a pupil to make a formal complaint.

A parent may raise an unresolved concern through the Complaints Policy. The complaints process never delays urgent safeguarding, police or local-authority action.

- Secure immediate safety and medical/safeguarding help where needed.
- Listen separately and preserve the pupil's words; do not promise confidentiality.
- Record factually on CPOMS as soon as possible and before the end of the working day.
- Alert Liv/Ben and the DSL immediately where safeguarding, sexual harm, hate, crime, significant injury, coercion or ongoing risk may be present.
- Inform parents/carers promptly unless doing so would increase risk or conflict with safeguarding advice.

4 Response workflow

Stage	Required action	Internal standard
1. Protect	Separate where necessary; check injury/distress; agree immediate safety and trusted-adult support	Same day
2. Record and screen	CPOMS entry, category tags, linked pupils, location, witnesses/ evidence and DSL threshold check	Same day
3. Establish	Obtain accessible accounts separately; review digital/other evidence; distinguish conflict, bullying, harassment and safeguarding	Normally within 2 school days
4. Decide and act	Safety plan, teaching/consequence, parent communication, safeguarding/external referral and support for each pupil	Promptly; proportionate to risk
5. Repair where safe	Restorative work only after regulation, accountability and consent; never force a joint meeting or apology	When safe and beneficial
6. Review	Check recurrence, safety, attendance, engagement and impact; adjust plan	Normally at 5 school days, 2 weeks and 6 weeks

CPOMS categories and required fields

CPOMS field/tag	Required content
Primary category	Bullying/harassment; child-on-child abuse; online safety; sexual harassment; hate/prejudice; physical aggression; threat/coercion
Bullying type	Physical; verbal; relational/social exclusion; cyber/online; sexual; property; intimidation/coercion; other
Prejudice tag	Race/ethnicity; religion/belief; sex/misogyny; sexual orientation; gender reassignment; disability/SEND; age; appearance; other/unknown
Pattern	First known incident; repeated; likely to repeat; group behaviour; power imbalance; retaliation
Context	Class; changeover; break/lunch; transport; visit/AP; online/out of hours affecting school; other
People/evidence	Pupil harmed; pupil displaying harmful behaviour; witnesses; staff present; exact words; injury; digital/physical evidence
Response	Immediate safety; parent contact; DSL decision; medical/police/LA action; consequence; teaching; support; review date and owner
Outcome	Substantiated; partially substantiated; not substantiated; conflict/not bullying; safeguarding process; ongoing; closed after review

Arbor may record day-to-day behaviour and positive recognition. Bullying, harassment, hate-related incidents, serious threats, child-on-child abuse and safeguarding-linked behaviour are recorded on CPOMS, with cross-reference where necessary. CPOMS is not a substitute for taking action.

Support and accountability

- The pupil harmed receives safety planning, a named adult, communication support, wellbeing check-ins and curriculum/attendance repair where required.
- The pupil displaying harmful behaviour receives clear boundaries, proportionate consequences, teaching of replacement skills, SEND/SLCN review and monitoring of recurrence.
- A restorative conversation or meeting is used only when all involved are regulated, participation is voluntary and the harmed pupil will not be pressured or blamed.
- In exceptional serious or persistent cases, suspension may be considered only as a safeguarded last resort under the Behaviour Policy, alongside support, reasonable adjustments and safeguarding action. Placement review, police contact or external-agency involvement may also be necessary.
- Online conduct outside school is addressed where it affects safety, welfare, relationships or the orderly running of the school.

Leadership monitoring and quality assurance

Person/group	Role	Accountability
Liv Williams	Anti-Bullying Lead	Daily oversight, safety plans, pupil/parent follow-up, preventive programme and six-week closure review
Ben Corless	Deputy	Immediate response, investigation support, mentoring and cover
Raheemot Kaffo	DSL	Safeguarding threshold, referrals and child-on-child abuse oversight
Form/group leads	Front-line practice	Prevention, reporting, classroom repair, curriculum protection and daily monitoring
Sam Gray/SLT	Accountability	Weekly patterns, serious incidents, disproportionality, sanctions and resource decisions
Krystian Liptrot, Chair of the proprietor board and company, advised by the governing body	Assurance	Termly anonymised trends, protected-characteristic analysis, recurrence and action closure

- Daily review of new CPOMS bullying/harassment entries by Liv/Ben and DSL as appropriate.
- Weekly review of open cases, repeat locations/pupils, response timeliness and safety-plan effectiveness.
- Termly analysis by type, prejudice tag, protected characteristic, location, time, recurrence, sanctions, attendance and pupil voice.
- The next scheduled policy review is July 2027, with an earlier review following a serious incident, statutory change or identified weakness. Implementation is monitored termly.



Authoritative sources and operating references

- DfE: Keeping children safe in education 2026.
- DfE Preventing bullying guidance: [DfE guidance](#)
- Statutory mobile phones in schools guidance: [DfE guidance](#)