



Aldermaston
CE Primary
School

Anti-Bullying Policy

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Prevention of Bullying

At Aldermaston CE School we aim to:

- prevent bullying
- deal with bullying as it occurs
- build on the schools' behaviour policy as a vehicle for helping pupils behave in a socially acceptable way
- give time in the curriculum to discuss bullying
- ensure that children know they must speak out against bullying
- keep records of all incidents, discussion and any resolutions

Bullying occurs when one or more other people make a person unhappy over a period of time. It can take several forms.

- Verbal as in name calling, personal comments, racial abuse
- Social as not being spoken to or being left out of activities
- Material as when possessions are stolen or damaged or extortion takes place
- Mental as when pressure to conform is applied as in physical assault
- The ability to have some sort of power over the victim (not always recognisable to the teacher)
- Cyber bullying
- Child on child abuse.

We do not use the term bullying unless we believe the behaviour has met the definition.

Bullying is:

- Systematic and ongoing rather than a 'one off' incident
- Done by the 'more powerful' to the 'less powerful' rather than between equals
- Distressing and hurtful to the victim rather than good-natured fun
- Always one way rather than an exchange

Understanding Bullying Behaviour

From a very young age some children learn that aggressive behaviour helps them get their own way and for some, creating fear in their victims is a rewarding and pleasurable experience. Some like to react to an audience with adults and other pupils. Children who behave in this way may have learnt from the older people around them how to hurt others. They may have witnessed deliberate acts of physical and verbal aggression in their homes, in school, their local environment and on television and films or online. It is therefore not surprising that by the time they go to school they may have learnt many ways of bullying others often by being bullied themselves. The message for all adults therefore is that prevention is better than cure.

A fine line defines 'bossy' and bullying behaviour but it is important to distinguish between them and between boisterous and aggressive play. 'Bossy' pupils tend to boss whoever is around at the time, whereas bullying pupils often pick on younger and more vulnerable children. Most pupils grow out of bossiness as they learn social skills and self-control. Bullies however increasingly rely upon threat and coercion. Boisterous, rough and

tumble play is natural and fun but it becomes bullying when it spoils other children's activities and enjoyment. We need to be aware that occasionally some of our pupils do not realise their behaviour is bullying and most will claim that to be the case.

What is the School's Position?

Aldermaston CE School does not tolerate bullying and we will do all we can to prevent bullying in the first place.

We deal with any situations as they crop up and will listen to and help any pupils who approach them. All reports of bullying will be taken seriously and appropriate action taken.

Consequences as identified in the schools' behaviour policy will be used. All staff are therefore aware of the following:

- Vision Statement
- Children's School Values
- The school's Behaviour Policy

How Can Our Children Report Bullying?

Aldermaston is an anti-bullying school.

To enable this, children need to ensure they:

- Treat other people kindly and fairly - never bully others
- Report if they feel they are being bullied
- Report if they see others bullied. If they do not, they are covering up for the bully
- Never make comments or tease people about their appearance, manner or ability.

Bullying can be reported to any member of the school staff.

Procedures for Dealing with Bullying

Everyone in school should be aware of the indicators of bullying and all staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying by:

- Remaining calm – remember you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident seriously, take action as quickly as possible (consider - does this have to be private or public?)
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims
- Make it plain to the bully that you disapprove and their behaviour is unacceptable
- Encourage the bully to see the victim's point of view – use of the Restorative Circle may be appropriate
- If the incident requires the bully to receive a consequence, be very careful how this is done as reacting aggressively or punitively gives the message that it is ok to bully if you have the power

- Explain clearly and calmly the sanction and why it is being given
- Parents/guardians of both the bully and the victim need to be informed of the situation by the Headteacher.

Strategies for Preventing Bullying

At the beginning of each term teaching staff discuss standards of behaviour. Procedures for the school day are scrutinised. Areas of concern are noted and strategies put in place to improve the situation:

- Lunchtime controllers meet regularly with either the Headteacher or a member of SLT
- Training for controllers with a member of the SLT organised at least once a year
- All staff must be made aware of any child causing concern either as a victim or as a bully. It is also policy to actively try to make sure that all pupils enjoy playtimes. Controllers and duty teachers can often help a shy or withdrawn child gain confidence by initiating games or finding another child to help
- Adults modelling basic good manners when addressing pupils and each other
- A classroom ethos that respects the individual and reflects the schools' vision statement
- Vigilance by all staff, pupils and parents in the school
- All incidents are logged and monitored by the SLT/DSL
- Classroom observations may be made by class teachers.

Child on Child Abuse

All children can abuse their peers. This can manifest itself in a whole spectrum of behaviours including:

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Up skirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and ritual.

The school has:

- Procedures to minimise the risk of child-on-child abuse
- Procedures on how allegations are recorded, investigated and dealt with
- Clear processes as to how victims, perpetrators and any other children affected will be supported
- Recognition of the gendered nature of child-on-child abuse but recognising, that all forms of this behaviour are unacceptable and will be taken seriously. See Safeguarding and Child Protection Policy for procedures on dealing with child-on-child abuse.

The Curriculum

The school curriculum can be used as a powerful vehicle for helping children behave in a socially acceptable way. The policy for the prevention of bullying is part of the Personal Social, and Health education policy (PSHE) and Relationships Education (RSE):

- Through role play, stories, discussion and circle times our children are given time to discuss how someone feels when they are subjected to name calling, exclusion from games or are physically hurt
- School values are discussed and made clear to the children at the beginning of each term and regularly referred to and discussed throughout the year

- The children are encouraged to be involved in how our values support positive behaviour.

What can Parents do?

At Aldermaston we acknowledge that if parents and teachers work together there is always something we can do. If parents have any worries about your child in school, they should make an appointment to discuss them with staff.

These are some of the signs, which parents may notice and which may be signs of bullying in their child/ren:

- Being frightened or unwilling to come to school
- Decline in standard of school work
- Possessions damaged without explanation
- Not sleeping or eating properly
- Generally low in mood and withdrawn
- Displaying 'out of character' behaviour.

The first thing to do is to give the child an opportunity to talk and see if he or she will open up about a problem.

The next thing to do is to contact the school to discuss worries with the class teacher, even if this is just a general concern that something may be wrong. The class teacher will talk to the child and any others involved and action will be taken. Where necessary the parents of bully and victim will be informed. Parents and teachers will be encouraged to teach the children more appropriate behaviour.

If the situation persists, advice from external professionals may be sought.

In extreme cases particularly where aggressive behaviour is deemed dangerous to others in the school, suspension/exclusion procedures will be applied.

We aim to ensure that our school is a happy, fear free environment for all pupils and that every opportunity is taken to reward positive behaviour.

Cyber Bullying

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school due to our monitoring as well as filtering procedures/systems in place, the school takes a supportive rather than a punitive approach to managing such concerns. Pupils are closely supervised when using the internet and school email.

At Aldermaston, if incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Headteacher/DHT
2. The parents of all children involved are informed

3. Headteacher/DHT speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate.
Key messages reinforced
4. Class teacher further reinforces key messages with class/year group that week
5. Agreement with victim(s) that this has been an *unintentional** one-off situation effectively dealt with
or
Victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.

**unintentional*: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

From DFE 'Cyber Bullying – a Whole School Community Issue':