Bishop Aldhelm's C.E. Primary School

Loved by God; United in Learning

Love, Unity, Courage and Inspiration

Headteacher: Scott Tait   Deputy Headteacher: Lizzie Sharpe

Anti-Bullying (Friendship) Policy

September 2025 – September 2026

Contents

Anti-Bullying Policy

Date of Policy: September 2025   **Review Policy:** September 2026

Named Contact Person: Mrs. Sarah Dawson (DHT, DSL and Anti-Bullying Champion)

Foreword To All School Policies
The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

1. Anti-bullying is part of Child Protection and Safeguarding
This Anti-Bullying Policy is also included within our broader Child Protection and Safeguarding Policy – our 'Safeguarding Matters' work.
The following policies should be read in conjunction with this policy:
- Child Protection & Safeguarding Policy
- Behaviour Policy (including Behaviour for learning)
- Child on child Abuse Policy
- Online Safety & Acceptable Use Policy
- Mobile Phone Use Policy

We believe that bullying of any kind is unacceptable. Our school is committed to providing a safe, caring and friendly environment for all staff and pupils, volunteers and governors. Bullying is an unacceptable behaviour and will not be tolerated in our school. Staff will use every opportunity to reinforce this message.
The school's aim is to prevent bullying and harassment occurring by encouraging children to respect one another, other adults and the community at large. Our school is a Church school where Christian values are at the heart of everything we do.

BISHOP ALDHELM'S VALUES / THE SPIRIT OF BISHOP ALDHELM'S
When addressing anti-bullying issues, staff must reference incidents/solutions to the 'Bishop Aldhelm's Values' and 'The Spirit of Bishop Aldhelm's' wherever applicable, e.g. when speaking to a child showing bulling behaviours… *'Your actions have not demonstrated our Value For Love'.*

Our Values are at the core of all of our work:
- **Love –** a strong feeling of affection and/or a great interest and pleasure in something.
- **Inspiration –** the process of being mentally stimulated to do or feel something, especially to do something creative.
- **Unity –** the state of being united or joined as a whole.
- **Courage** – it takes courage to identify wrong-doing, courage to admit wrong-doing and courage to move forwards; all three are at the heart of our policy and practice.
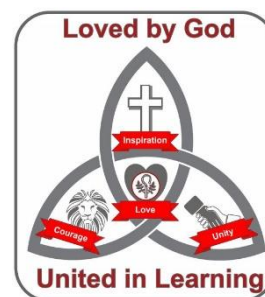
2. Objectives of this policy
- To ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying arises.
- To ensure that all governors, staff, parents/carers and pupils have an understanding of what bullying is.
- To set out a co-ordinated approach to preventing and tackling bullying at school.

3. Definition of Bullying
The Anti-Bullying Alliance defines bullying as:

*"The **repetitive, intentional hurting** of one person of group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace."*
(Bullying and the Law Briefing, Anti-Bullying Alliance, Revised April 2017)

There is no legal definition of bullying, however the Department of Education (DfE) defines bullying as:

Behaviour that is:
- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, for example because of race, religion, gender or sexual orientation*

It takes many forms and can include:
- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)*

https://www.gov.uk/bullying-at-school/bullying-a-definition - Accessed 16/8/2021

Types of bullying:
- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic / trans-gender- focussing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures;
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology.
- A combination of the above – for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

When is it bullying?
A distinction must be made between the one off incidents which happen during the normal school day which are dealt with by Teaching staff, Teaching Assistants and Lunchtime Supervisors and those which are prolonged. It is not the odd occasion of falling out with friends, name calling or an occasional argument. When such incidents occur these are dealt swiftly by staff. **It is bullying if it is sustained, prolonged and frequent anti-social behaviour.**

Perpetrators and Victims
Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:
• The size of the individual,
• The strength of the individual
• The numbers or group size involved
• Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Why is it important to respond to Bullying?
Bullying hurts. No one deserves to be a victim of bullying. Every body has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

4. Vulnerable Groups
Within our school community we have a number of pupils who may be considered more vulnerable to bullying on the basis of their perceived difference from others.

These vulnerability factors may include race and ethnicity, emotional vulnerability, EAL and communication needs, disability, learning needs and those looked after children. Similarly, at Bishop Aldhelm's we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying' (updated 2019). Therefore, all systems, both rewards and sanction, apply to any HBT bullying and language used.

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As a school we have identified individuals within these groups and the Inclusion Team and Pastoral Care team share this information with the relevant staff members. Careful monitoring ensures that these children remain safe at all times and SLT review any changing circumstances or particular needs for individuals regularly as part of our Safeguarding Matter meetings. Additional support is also available at playtimes from Lunchtime Supervisors, Zone Parc Leaders and Peer Mediators.

5. Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on My Concern (our internal safeguarding recording system). Actions will be followed up and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

6. Prejudice based and discriminatory incidents

A prejudice based or a discriminatory 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 and discriminatory incidents are taken seriously, recorded and monitored on My Concern (our internal safeguarding recording system) with the Headteacher reporting incidences to the governing body when they arise. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. Cyber Bullying

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. (See our Online Safety and Acceptable Use Policy). We recognise that cyber bullying can:
- be conducted in a variety of different ways including via mobile phones, social media sites and the internet;
- be carried out anonymously and/or by people completely unknown to the receiver;
- be carried out by people of all different ages;
- be carried out at any time of day or night;
- sometimes be unintentional, e.g. becoming the mistaken recipient of a message.

To prevent cyber bullying the school will:
- ensure that the Safety Curriculum and Computing Curriculum teaches children how to recognise cyber bullying and how to use ICT safely through a specific Online Safety strand and as an integral part of any teaching and learning for ICT;
- regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year, presented by both the pupil Digital leaders and representatives from the SSCT (Safer Schools and Communities Team);
- ensure that any related policies, including the "ICT Acceptable Use Policy" make specific reference to anti-bullying procedures;
- ensure that any mobile phones brought onto the premises by pupils adhere to our Mobile Phone Use Policy where parents and children are regularly informed about these arrangements.

Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy and will be logged by the Head Teacher.

8. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence

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- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- ask for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbably excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

9. **Preventative strategies:**

Our school will seek to prevent all types of bullying through its work within the curriculum as well as through the establishment of a caring, open, school ethos. Our understanding of bullying and the strategies we adopt to prevent its occurrence are kept high profile in school through our school values and the way they remain an inherent part of the daily life of the school. Our curriculum provision promotes equal opportunities and through the involvement of School Council, the Anti-Bullying Ambassadors and regular updates/communication with parents and Governors, we are able to keep anti-bullying prevention and awareness coherent and current.

As a community we have a complete commitment towards promoting and implementing the most effective strategies to prevent bullying. These strategies include:
- Promoting a strong school ethos which encourages mutual respect and consideration for all individuals through our school values (see page 3) which are reinforced on a daily basis in worships, classroom practice and playtime provision and supervision;
- Worships which regularly promote our core values and keep anti-bullying initiatives (including online safety) high profile;
- Ensuring our curriculum reflects our equal opportunities policy in the programmes of study for different subject areas, whilst addressing an anti-bullying focus more specifically through a continuous online safety strand in our Safety curriculum linking with our computing curriculum and a well-designed PSHE curriculum (Jigsaw PSHE) which also has specific 'celebrating differences' and 'relationships' which coincide with Anti-Bullying Week (each November);
- Ensuring all staff, both teaching and non-teaching staff, are aware of those vulnerable groups or individuals in school through regular communications under the direction of SLT and Pastoral Care Team.
- Adopting a restorative approach to behaviour (shared with all staff and parents) which encourages conflict resolution within a context of respect and the development of an awareness of self-responsibility which prevents a repeat of inappropriate behaviour;
- Careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly;
- Promoting the self-esteem and confidence that children need to feel confident to ask for help if they need to, Stormbreak sessions support with this as part of our mental health and well being programme;
- Ensuring communication channels are completely clear for any child or parent with concerns

- Ensuring that playtime provision is designed to promote purposeful play and co-operation between children involving Zone Parc Leaders, Anti-Bullying Ambassadors and Peer Mediators where needed.
- Communicating the school's anti-bullying measures and approach to behaviour management to parents regularly via the school's website.
- Ensure that regular volunteers in the school are aware of the policy and procedures involving all aspects of safety, including anti-bullying.
- Involving the whole school, including Governors, in reporting the effectiveness of anti-bullying measures and identifying any areas for improvement;
- Ensuring the Anti-Bullying Policy is shared with all staff, parents (via the school website) and children (pupil version – Appendix 1) so that they are clear on the anti-bullying measures in place, and the policy is reviewed annually to ensure it remains as effective as possible.

Anti-Bullying Ambassadors
Our Anti-Bullying Ambassadors are pupil representatives from each Year 6 class. Previous members have completed 'The Diana Award' Anti-Bullying training and work across the school to promote the children's Anti-Bullying Charter (See Appendix 1) and raise awareness of who children can speak to.

10. **Journeys to and from school**
We are aware that children may be at their most vulnerable and a target to bullying when travelling to and from school. Whether on the bus, the train or in the street, every child should be safe from victimisation and discrimination. No-one should suffer the pain and indignity that bullying can cause. Strategies to keep safe during these times are addressed in our school's preventative work. We also work with our families and members of the public to report any signs of bullying in this way. Pupils are fully aware that they should report any incidences that occur.

11. **Responsibilities of all stakeholders**
The Responsibilities of Staff
Our staff will:
- Foster in our pupils self-esteem, self-respect and respect for others to ensure all remain safe.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Headteacher or Anti-Bullying Champion/AHT
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
- Keep up to date with advice and training regarding anti-bullying (via CPD training on www.anti-bullyingalliance.org.uk).

The Responsibilities of Pupils
We expect our pupils to:
- Refrain from becoming involved in any kind of bullying.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances to ensure all remain safe.
- Anyone who becomes the target of bullies should: **Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets**

The Responsibilities of Parents
We ask our parents to support their children and the school by:
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher, Anti-Bullying Champion, Headteacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.

- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying, even if their children are not involved to the Anti-Bullying Champion/DSL – Mrs Victoria Loughman (Assistant Headteacher)
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves

12. <u>Reporting Incidents</u>
- Anyone who is being bullied, or anyone who knows about it, will be listened to and we will try to act in a swift, sensitive way.
- Staff will listen and will offer support to any child who is a victim of bullying and where such action is sustained the Headteacher or Anti-Bullying Chamption (AHT) will arrange to inform the child's parents and will involve immediately the parents of the child/children carrying out such action.
- In the first instance the behaviour will be discussed with the individual suspected of the bullying to explain the distress that is being caused to the victim and necessary support and possible sanctions necessary.
- Further measures will be put into place if incidences of bullying continue through both internal or external exclusion.
- Parents will be informed of actions taken and future next steps.
- Governors will be informed of bullying incidents that have been reported.

13. <u>Recording incidents</u>

My Concern
MyConcern® is a safe and secure software for recording and managing all safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which may include bullying incidents.
All teachers and teaching assistants have been given access to 'My Concern' and are responsible for reporting any incidents/concerns/matters linked to safeguarding concerns, including behaviour, bullying, online safety, racism and pastoral concerns which are of any significance and which require follow-up beyond the member of staff first dealing with the incident/matter/concern. Similarly any incidents/matters/concerns which indicate a 'pattern' must be recorded.
The Designated Safeguarding Lead team (DSLs) have access to all concerns reported on My Concern. This enables them to closely monitor and manage all concerns and enables the recording of decisions and the allocation of staff actions. For each pupil an automatic chronology for all concerns are built which help aid further reporting and actions required by the DSLs.

14. <u>Helpful Organisations</u>
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Anti-bullying Alliance	http://www.anti-bullyingalliance.org.uk/

15. <u>Monitoring and Review</u>
This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff response to bullying behaviour and any concerns of children, staff and parents regarding bullying. All members of the SLT are responsible for responding to incidents of bullying and the Headteacher has specific responsibility for ensuring that procedures in this policy are followed.

Bishop Aldhelm's C.E. Primary School

Loved by God; United in Learning

Headteacher: Scott Tait   Deputy Headteacher: Lizzie Sharpe

Love, Unity, Courage and Inspiration

Anti-Bullying Charter

Developed and agreed by the Anti-Bullying Ambassadors

At Bishop Aldhelm's we believe that every individual has the right to feel valued and respected and to feel safe from the fear of bullying. As a community we all share a responsibility to prevent bullying from happening as much as possible and to challenge and deal with any bullying behaviour which may happen.

Preventing Bullying
We have a responsibility to:
- Remember our school values and to treat all people with respect and consideration;
- Make playtimes a positive experience for everyone by sharing equipment and playing fairly with others;
- Remember that we can ask adults or Anti-Bullying Ambassadors for help if we are worried about anything;
- Remember that our worries will be listened to and followed up by adults in school;
- Remember that some words or actions can unintentionally hurt other people and to consider the way we speak and act towards others carefully.

Challenging Bullying Behaviour
We have a responsibility to:
- Tell an adult or Anti-Bullying Ambassador immediately if we are worried about being bullied or if we feel someone else may be being bullied;
- Remember that we will be listened to and our concerns will be treated seriously and followed up;
- Remember that there will be help for the victim so that they can feel safe again;
- Remember that there will be support for the bully so that they can change their behaviour.

Anti-Bullying Amabassadors
The Anti-Bullying Ambassadors are in place to help all the children in our school and follow these guidelines:
- We will not let bullying happen in our school.
- We promise to be trustworthy
- We will do our best to help everyone
- We will treat each other with respect.
- There will be a safe place to talk to an ABA about an incident.
- We will do our best to resolve problems
- We will respect people's privacy
- We will continue to meet as a team to make sure we are doing the best we can to be ABAs
- We will always use a whole school approach (e.g. sharing in assemblies, raising awareness events).

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