



BISHOP RAWSTORNE
Church of England Academy

Anti Bullying Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstorne Church of England Academy Anti-Bullying Policy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we believe that every person is made in the image of God and deserves to be treated with dignity, kindness, and respect. Rooted in our Christian values of peace, compassion, and fellowship, we are committed to creating a safe, inclusive, and nurturing environment where all students and staff can flourish free from fear or harm. Bullying in any form is unacceptable, and we take a proactive, restorative, and supportive approach to preventing and responding to it—promoting a culture of empathy, responsibility, and reconciliation in which all members of our community feel seen, heard, and valued.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- **that every individual in our community is a unique and valuable creation made in the image of God.**
- **we all have a right to be considered equal, worthy of respect and esteem.**
- **we all have a responsibility to treat others as we would like to be treated ourselves**

In the context of our school ethos, we believe that it is the right of every individual to feel valued and unafraid. The behaviour of students, teaching staff, support staff and parents is expected to reflect this.

POLICY APPLICATION

This policy applies to all students and adults learning and working at Bishop Rawstorne Church of England Academy. The policy addresses bullying indicated in child to child, adult to child, child to adult and adult to adult situations.

The policy applies to all students and staff in their relationships with each other both on and off the school site and is not limited to term-time.

Objectives of this policy

To ensure that:

- all governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is.
- all governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported;
- all students and parents know what the school policy is on bullying and what they should do if bullying arises;
- as a school we take bullying very seriously. Students and parents should be assured that they will be fully supported when bullying is reported;
- bullying will not be tolerated and sanctions will be administered where applicable.

What is bullying?

Bullying is 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying falls into two categories:

- emotional bullying
- physical bullying

Behaviour constitutes bullying if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group;
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

It is important to acknowledge that bullying behaviour can and does occur anywhere and everywhere in schools, within the home and in the community at large.

Bullying can be:

Emotional/Cultural	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), taking belongings.
Physical	pushing, kicking, hitting, punching or any use of violence.
Racist	racial taunts, graffiti, gestures, inappropriate jokes or stereotyping.
Sexual	unwanted physical contact or sexually explicit and/or abusive comments.
Homophobic	because of, or focussing on, the issue of sexuality.
Verbal	name calling, sarcasm, spreading rumours, teasing.
Focusing on disability or SEN	because of, or focussing on a disability whether physical or psychological.
Cyber	using electronic means such as social websites, mobile phones, text messages, photographs or email to cause pain and distress to a victim.
Religious	religious intolerance of any sort.
Child to adult bullying	sanctions will apply in the event of any instance of child to adult bullying.

STUDENT REPORTING SYSTEM

Bullying not only hurts, it is insidious and undermining to both the victim and the community at large. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullied have a right to time and effective support. Students who are bullying need to learn different ways of behaving.

Bishop Rawstone is committed to provide clear and effective student reporting systems. These include:

A comprehensive pastoral system in which students have several members of staff in whom students can confide:

- a tutorial system in which a student is seen by his/her group tutor daily.
- some peer monitoring system in which senior students look after the welfare of younger students.
- a school email system that allows students to contact particular members of staff.
- the school nurse is available to all students and she can be accessed confidentially via the Assistant Headteacher, Pastoral Care or the Heads of Year.

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child,

- changes their usual routine;
- is unwilling to go to school (school phobia);
- begins truanting;
- becomes withdrawn, anxious, or lacking in confidence;
- 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 go 'missing';
- asks for money or starts stealing money (to pay the bully);
- has unexplained cuts or bruises;
- comes home hungry having missed meals;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above.

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

Child on Child Abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “boys being boys” or “part of growing up”. We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously and **may** result in suspension from school.

- Child on child abuse can take many different forms such as:
 - bullying (including online bullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing
 - physical harm
 - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

If a pupil makes an allegation of abuse against another pupil:

- A member of the SLT and/or DSL will be informed immediately
- School may contact the local authority children's social care team and follow its advice, as well as the
- police if the allegation involves a potential criminal offence
- A risk assessment and support plan may be put into place for all children involved (including the
- victim(s), the child(ren) against whom the allegation has been made and any others affected)
- School may contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by information given through tutorial time, assemblies, school website, student council, TV screens etc.
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding upon the consequences for those involved in perpetrating harm.

- Deal with a situation of child on child abuse immediately and sensitively (thinking about the language used).

- Gather the information as soon as possible to get the facts.

In all cases Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. If from the information that you gather you believe any young person to be at risk of significant harm you must refer the matter to the DSL but if they are unavailable, remember that anyone can make an immediate safeguarding referral to social care (where a crime has been committed the police should be involved also).

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends.

If the young person feels particularly vulnerable it may be that they are supported through a Early Help Assessment (EHA).

For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that they are experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one-to-one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an Early Help Assessment (EHA) and the young person may require additional support from family members.

Outcomes

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This would apply when the level of bullying warrants this new sanction and support have been exhausted.

WELLBEING CHAMPIONS

This scheme will run across Years 8, 9 & 10. During the year students can apply to be Wellbeing Champions. As part of this role, they will work to reduce some of our bullying issues.

- Students apply via a letter of application.
- They receive badges so they can be recognised by other students.
- They will then host drop in sessions so other students can discuss issues.
- They will create a code of conduct based on bullying.
- They will look to recognise acts of kindness around school.

PREVENTATIVE STRATEGIES

Many strategies are employed to promote good, positive behaviour and happy relationships.

Within the **environment** there is a commitment to provide effective supervision at:

- lunch-time by teaching/ non-teaching staff who are on a duty rota.
- break-time by teaching staff again on a rota. The rotas are published at the beginning of each academic year. Pastoral staff/SLT alert staff to any areas of the school which may, from time to time, be identified as requiring closer supervision.
- the beginning and end of the school day, senior staff escort students from and to the bus lay-by, and they occasionally travel on the buses to supervise students.

Our collaboration with the Safer Travel Unit and the Police has a positive impact upon increasing student safety, wellbeing and ensuring appropriate behaviour.

Within the **curriculum**, there is a commitment to:

- raising awareness about bullying behaviour, its effect on emotional health and wellbeing, and how it will be combated.
- developing personal and social skills through promotion of friendship skills, assertiveness skills, conflict resolution and problem-solving skills, communication skills and the exploration of spiritual and moral values.
- building and maintaining self-esteem.
- promoting positive role models and positive student/staff relationships.

This commitment is expressed, for example in PSHE, assemblies, tutor time, surveys, displays, Student Council and Drama. Other curriculum areas, such as R.E. and English provide opportunities for these issues to be explored.

Within the **pastoral** support framework, there is a commitment to:

- Place students into groups sensitively after consultation with the primary schools.
- Provide a comprehensive Year 7 induction programme.
- Provide access to adult support, with the first line being the Group Tutor.
- Ensure the safety and security of students before and after the school day and during break-times and lunch-times (as outlined above) by providing appropriate supervision.
- Challenge bullying behaviour of any kind.
- Challenge those who incite bullying behaviour by others.

REPORTING/RECORDING/RESPONDING TO INCIDENTS

(Refer also to the Child Protection Policy re: disclosure and confidentiality)

The Senior Assistant Headteacher, Pastoral Care, Heads of Year, Child protection officers or Senior Leadership Team members, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate. CPOMS is the main system used to record and Child Protection / Bullying issues at this current time.

Staff involved will offer advice, support and mentoring, etc. for those students being bullied. Support and advice will also be made available to the bullies.

USUAL SEQUENCE OF ACTION

- Bullying incidents must be reported to staff as soon as they occur.
- The incidents will be recorded and appropriate action taken.
- If possible, the students will be reconciled.
- The bully (bullies) may be asked to apologise with appropriate sincerity.
- Failing this, parents will be informed and may be asked to attend a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.

- The bullying behaviour, or threats of bullying will be investigated and the bullying addressed quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.
- Any student found to have been bullying another will be, in the first instance, dealt with by the appropriate member of staff.
- If the form of bullying is regarded as particularly serious, the matter could be handed over directly to SLT or Headteacher or Deputy Headteachers.
- Whichever circumstances prevails, it will become a matter of school record in order to enable patterns of bullying to be identified.
- If bullying continues following intervention sanctions would increase for the perpetrator.
- **If parents or students wish to inform of bullying but wish it not to be acted upon a written request for this will be requested.**

A repetition of any sort of bullying could lead to exclusion from the school and even permanent exclusion if this is deemed appropriate for the good of the whole community.

Possible Strategies for Investigation of Incidents

- Prompt and thorough investigation of all reported incidents.
- Identify member of staff with whom victim can talk.
- Encourage the child to co-operate fully.
- Interview individually.
- Individual students may make a written record if deemed appropriate.
- Close supervision and monitoring during investigation.
- Involve parents of children involved by keeping them fully informed.

Range of Possible Follow-up Action

- Ensure the victim is supported and protected.
- Follow up regularly after incidents.
- Aim to prevent further incidents by providing the victim with support to develop assertiveness skills.
- Aim to prevent further incidents by working with the child who is exhibiting bullying behaviour with the intention of behaviour modification.
- Offer other support networks as appropriate/necessary such as, Health and Education professionals etc to both victim and bully.

Sanctions for Bullying

Our aim is for parents, carers, students and the school to operate in a culture of mutual regard and respect hence often the issue can be resolved at the stage of parental involvement but further sanctions *not necessarily* hierarchical, are available. These sanctions are:

- parental/student interviews.
- detentions.
- isolation internally in school.
- removal of the bully from a tutor group or particular class.
- removal of the bully from a school bus.
- police contact.
- withholding participation in any school activity (eg. trips, residential, social or sports event) which is not an essential part of the curriculum.
- exclusion – fixed term.
- Governors' Student Discipline Committee
- exclusion – permanent.

The strongest sanction, exclusion, may be necessary in cases of severe and/or persistent bullying.

POLICY REVIEW

The agreed Policy will be reviewed by the Governors annually, considering reported incidents and comments from students, staff (teaching and non-teaching) and governors.

RESPONDING TO A COMPLAINT FROM A PARENT/GUARDIAN

Parents have a right to contact the school or the Governors of the school if they wish to raise a complaint.

This policy should be viewed in relation to the following documents within school:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- SEN and Disabilities (SEND) Policy
- Suspension and Exclusions Policy
- Student Rewards and Sanctions Policy
- Complaints Procedure