



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.

Keeping Children Safe In Education 2025

KCSiE 2025 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes 'measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'. Regardless of how a school chooses to define or respond to bullying, policies and procedures should be clearly communicated and understood by pupils, parents/carers, and staff. If incidents do occur, they should be dealt with quickly and effectively.

KCSiE 2025 states that 'children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline'. It also states that these children can be 'more prone to peer group isolation or bullying (including prejudice-based bullying) than other children' and there is a 'potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs' and that they may have 'communication barriers and difficulties in managing or reporting these challenges'.

This policy is designed to reflect the most recent guidance – to ensure staff and all students are protected and aware of procedures that are designed to support all.

What is bullying?

Bullying is:

'Behaviour by an individual or group, usually repeated over time, that is intentionally hurtful, physically or emotionally and often involves a power imbalance (for example age, size, popularity, SEND, or vulnerability)

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 / Online	using electronic means such as social websites, mobile phones, text messages, photographs or email to cause pain and distress to a victim. Unkind or malicious messages, hurtful or inappropriate emails
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, but it is also 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 Rawstorne 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.

Reporting/Responding to/Recording of Incidents

At Bishop Rawstorne all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying; this information is stored on our school's recording system (CPOMS / Synergy). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Steps of Response:

The member of staff that has the bullying incident reported too will liase with the Head of Year or Pastoral / Safeguarding team in the first instance - through either conversation or CPOMS.

The incident will then be assigned to the most relevant member of staff who will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate. All bullying is recorded on CPOMS.

The Pastoral Staff, in consultation with the form tutor and parents will offer advice support and mentoring, etc for those pupils being bullied. Support and advice will also be made available to the bullies.

Where Bullying escalates to become Child on Child Abuse, an incident of Peer sexual harassment, a hate incident or ANY significant safeguarding concern the Lead DSL will become involved.

All incidents will be investigated and parental communication made within 24 / 48 hours of initial report.

If parents or students wish to inform of bullying but wish it not to be acted upon a written request for this will be made.

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.

Strategies for Investigation of Incidents

- prompt and thorough investigation of all reported incidents
- identify member of staff with whom victim can talk
- encourage child to co-operate fully
- interview individually
- individual pupils can make a written record if they wish
- close supervision and monitoring during investigation
- involve parents of pupils involved by keeping them fully informed

See Appendix A for a detailed guide as to how bullying incidents are handled depending on each situation.

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.

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 schoolwork.
- 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 lunchtimes (as outlined above) by providing appropriate supervision.
- Challenge bullying behaviour of any kind.
- Challenge those who incite bullying behaviour by others.

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 (e.g. trips, residential, social or sports event) which is not an essential part of the curriculum.
- suspension – fixed term.
- Governors' Student Discipline Committee
- exclusion – permanent.

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

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone by trying to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter and Prosocial Banter

Banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying and can be an important part of social bonding and friendships. At the same time, we know that some bullying is passed off as 'just banter', and that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

This policy defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying.

Schools can make this distinction by identifying:

- The intention behind the comment and/or behaviour

Was the intention to cause harm? It is important to acknowledge that with banter the intent is typically to be funny or to have a laugh, whereas other aggressive behaviours tend to have less positive intentions. However, sometimes banter can go wrong, and mistakes can be made if what is intended to be funny is not received in the way it was intended. Judging the intent of banter can be complex and prone to ambiguity. Some individuals may use banter to 'mask' or excuse ill-intentioned interactions. Others may not intend for banter to be problematic, but the banter may be misinterpreted.

- The content of the comment and/or behaviour

Does everyone understand and agree that comments or actions are banter? Was the banter wanted by the recipient? Banter is more likely to be perceived positively when it happens amongst people who are friends and share an understanding of communication and social boundaries. The social context is important to consider; for example, is it online/offline? Was the comment/behaviour in public (i.e., open for anyone to see) or private settings (i.e., a closed social network such as a WhatsApp group) with known others/strangers? It's important to also consider the size and composition of the audience, as sharing banter with larger audiences who include members outside of friendship groups can cross the line of acceptability.

- The topic of the banter

Was the topic of the banter appropriate or inappropriate? Is it a topic that the recipient has acknowledged that it is ok to banter about? Was there language, behaviours/actions or online content (e.g., pictures, emojis) used that could be considered objectively offensive such as racist, homophobic, sexist slurs?

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
- Behaviour Policy
- Complaints Procedure

A CONCERN IS RAISED

A concern about behaviour is reported by: - A student - A parent/carer - A member of staff - An external agency

The concern is logged and passed to the HOY/ Pastoral team

HOY speaks to victim. HOY reassures, records, then acts.

VICTIM REQUESTS ACTION

- Bully is informed of allegation.
- HOY speaks to alleged bully.
- HOY speaks to any witnesses.

The school will: - Listen carefully to all students involved, separately - Gather relevant information from staff or witnesses - Review any previous incidents or patterns of behaviour.

There is evidence to support

There is no evidence to support

Speak with student(s) who allegation was made against. Explain that there is not enough evidence but that the situation will be monitored. Inform parents of all parties and support the victim.

Parent / Carer Confirmation / confirm that I have asked the school to take no further action at this time. I understand that: - The school will continue to monitor the situation - The school may take action if concerns reoccur or escalate - Safeguarding responsibilities override this request

Parent / carer request for no further action

In some cases, a parent/carer/victim could request that the school takes no further action at that time.

School cannot agree to take no action if a child is at risk of harm

The victim will be listened to. Class teachers will be informed. May result in seating plan or class changes. Safe place at break and lunch. Safe staff for regular check ins, likely to be Tutor or HOY.

DOES THE BEHAVIOUR MEET THE DEFINITION OF BULLYING?

Bullying is behaviour that: - Is **repeated over time** - Is **intentionally hurtful**, physically or emotionally - Often involves a **power imbalance** (for example age, size, popularity, SEND, or vulnerability)

CONFIRMED CASE OF BULLYING

Bullying will be treated seriously by school and parents/carers will be informed. There will be outcomes for all cases of bullying, support based rather than sanction based in the first instance. In cases of criminal activity, parents/carers should contact the police. In the case of cyber bullying, students will be encouraged to block / remove where appropriate. Parents/carers will be informed. We rely on parents/carers to monitor device usage outside of school.

For the victim

- The victim will be listened to.
- Class teachers will be informed. May result in seating plan or class changes.
- Safe place at break and lunch.
- Safe staff for regular check ins, likely to be Tutor or HOY.
- Student to be updated on actions taken
- Mediation or restorative conversation to take place if appropriate.
- MH support where appropriate.
- Parents contacted by HOY.

For the bully

- Opportunity to give their account.
- Class teachers will be informed. May result in seating plan or class changes.
- A first event may result in a warning. A sanction might be issued, where appropriate, likely school detention.
- Student to be updated on actions taken.
- Student to engage in reflective pastoral work.
- Mediation or restorative conversation to take place if appropriate.
- Parents contacted by HOY.

CONFIRMED POOR BEHAVIOUR/ FRIENDSHIP ISSUE

Examples may include: - A one-off argument or disagreement - Falling out between friends - Isolated unkind comments - Misunderstandings or poor judgement

For the victim

- Tutor to monitor and check in for ongoing support.
- Class teachers might be informed.
- Parents informed where appropriate.

For the instigator

- Sanction issued where appropriate, according to policy. Explanation added to Synergy.
- Tutor to monitor Synergy behaviour logs.
- Explanation of impact delivered.

If behaviour becomes repeated, intentional, or escalates, the concern will be reviewed again.

HAS THE BEHAVIOUR CHANGED?

No

If there is a new incident:

Steps followed as above.

Escalated sanction applied. Bully to be placed on a bullying contract. Parents of both parties contacted.

Yes

Situation continues to be monitored.