



# St Aidan's

Church of England Primary Academy  
A member of **CDARI**

*'Fulfilling potential and growing in God.'*



*Acceptance, Love, Wisdom, Accountability, Youthfulness, Service*

## **Our Vision**

*At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.*

***'I came that they may have life and live it to the full' John 10.10***

## **Anti-Bullying Policy**

**Updated: November 2024**

*This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.*

## **Introduction and policy objectives**

Our multi-academy trust, the governors, senior leadership team, and all staff and volunteers at St. Aidan's Primary School - A Church of England Academy are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We are dedicated to the prevention, early identification and appropriate management of child on child abuse (as defined below) both within and beyond our Academy. Bullying is recognised by St. Aidan's Primary School - A Church of England Academy as being a form of child on child abuse; children can abuse other children.

This policy outlines what we will do to prevent and tackle all forms of bullying. In particular, we:

- believe that in order to protect children, all members of the school community should (a) be aware of the level and nature of risk to which their pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to peer-on-peer abuse;
- regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it;
- recognise national and increasing concern about this issue, and wish to implement this policy in order to ensure that our pupils are safe; and
- encourage parents to report to us any issues and also hold us to account, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school so that we can ensure that appropriate and prompt action is taken in response.

## **Definition of Bullying**

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying'

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant

messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

St. Aidan's Primary School - A Church of England Academy recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

o Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

o All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

### **Forms and Types of Bullying Covered by this Policy**

- Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- o Bullying related to physical appearance

- o Bullying of young carers, children in care or otherwise related to home circumstances

- o Bullying related to physical/mental health conditions

- o Physical bullying

- o Emotional bullying

- o Sexualised bullying/harassment

- o Bullying via technology, known as online bullying or cyberbullying

- o Bullying via **Generative artificial intelligence (AI)** Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT, Snapchat and Google Gemini. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our anti-bullying and/ or behaviour policy.

- o Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:

- Bullying related to race, religion, faith and belief and for those without faith

- Bullying related to ethnicity, nationality or culture

- Bullying related to Special Educational Needs or Disability (SEND)

- Bullying related to sexual orientation (homophobic/biphobic bullying)

- Gender based bullying, including transphobic bullying

- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

## **Our values and ethos.**

At St. Aidan's, we believe that our role in education is to provide all children with the very best start in life to experience life in its fullness, regardless of background. Our main priority is to develop the full potential of each and every pupil in our academy. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and 'fulfil their potential and grow in God.'



## **Our Values**

**Acceptance:** At St. Aidan's we embrace individuals from all backgrounds, beliefs and walks of life, fostering an inclusive and welcoming community. We also accept ourselves as we are.

**Love:** We embrace compassion, kindness, and acceptance towards others, following the teachings of Jesus to love one another as we love ourselves.

**Wisdom:** We seek help and guidance from God to help us to make wise choices.

**Accountability:** We take responsibility for our actions and behaviours.

**Youthfulness in Faith:** We are all vibrant, enthusiastic learners. We aim to stay open-minded, curious, and ask the 'big' questions to '...grow in God' and His teachings, as well as actively participating in the life and activities of our Church community, St. Aidan's Ambassadors and our Mini Police.

**Service:** We recognise our talents as gifts from God and that our talents should be used to serve others as Saint Aidan did before us to fulfil our potential and for the benefit of others.

## **Measures taken to prevent bullying.**

Our staff, governors and wider community:

- o Understands the importance of challenging inappropriate behaviours between peers.
- o Monitors and reviews our anti-bullying policy and practice on a regular basis.
- o Supports staff to promote positive relationships to help prevent bullying.
- o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.

***Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.***

- o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- o Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- o Requires all members of the community to work with the school to uphold the anti bullying policy.
- o Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- o Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- o Seeks to learn from good anti-bullying practice elsewhere and hold anti-bullying weeks to raise awareness of this issue
- o Utilises support from our MAT and the local authority and other relevant organisations when appropriate.
- o Challenge the school and how they deal with these incidents through redacted safeguarding case studies, logging these as lessons learnt on my concern.

### **Responding to bullying concerns .**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- o If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- o The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- o The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- o The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
  - o A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on our internal systems.
- o The school will speak with and inform other staff members, where appropriate.
- o The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

○ Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.

○ If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or CADS (Children's advice and duty service, Blackburn) if a child is felt to be at risk of significant harm.

○ Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings or use of external agencies where it is deemed appropriate.

○ The Online Safety Lead will be made aware of any issues where he/she has not dealt directly with this incident.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

○ Act as soon as an incident has been reported or identified and notify the Online Safeguarding Lead.

○ Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.

○ Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

○ Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems
- identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary.

○ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).

Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- o Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.

- o Inform the police if a criminal offence has been committed.

- o Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.
  - providing advice on blocking or removing people from contact lists.
  - helping those involved to consider and manage any private information they may have in the public domain.

### **Record keeping.**

1. Staff will record the bullying incident centrally on MyConcern.

2. The Designated Safeguarding Lead (DSL) and Deputy DSL's will monitor incident reporting on MyConcern.

3. If an incident does occur the Headteacher will produce a report summarising the information and will share with the LGC.

4. Support will be offered to the victim.

5. Staff will proactively respond to the bully who may require support.

6. The Headteacher will assess whether parents and carers need to be involved.

7. The Headteacher will assess whether any other authorities (such as police or Cidari MAT) need to be involved, particularly when actions take place outside of school.

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- o Reassuring the pupil and providing immediate pastoral support.

- o Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.

- o Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.

- o Working towards restoring self-esteem and confidence.

- o Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.

- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

- o The use of a risk assessment of the perpetrator to keep the child safe from further harm
- o Using the Thrive Approach®, we place focus on using the appropriate language and terminology, both with and about the young people we support. Instead of looking at potential situations as having a 'victim' and a 'perpetrator', we consider all those involved as vulnerable young people. The likelihood is that the young person who is administering the abuse has experienced or has been victimised themselves. We hold a curious but non-judgemental stance with all those involved. While safeguarding procedures will always take precedence, support may be required in the setting – using the Licensed Practitioner to create individual baseline assessments for all young people involved will target developmental interruptions and offer in-setting strategies and activities that can be used to support the individual's needs.
- o May use the group assessment tool on Thrive-Online® (TOL) to provide a unique snapshot of a group of young people (this could be every class in the setting, or may focus on specific cohorts) at right-time chronological development. From this, select targets that focus on healthy friendships, group work and relationships to create an action plan that can be used by all adults supporting the group. The online tool will identify specific strategies and activities that apply to these targets and are accessible to all staff within a Thrive® setting regardless of practitioner status.

***Pupils who have perpetrated bullying will be helped by:***

- o Discussing what happened, establishing the concern and the need to change.
- o Informing parents/carers to help change the attitude and behaviour of the child.
- o Providing appropriate education and support regarding their behaviour or actions.
- o If online, requesting that content be removed and reporting accounts/content to service providers. This is also true for apps - where bullying on apps has occurred then this can be reported directly to the app and requested for the 'chat' to be removed.
- o Be the subject of a risk assessment to keep the victim safe
- o Sanctioning, in line with school behaviour/discipline policy. This may include:
  - official warnings
  - detentions/internal exclusions
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme or repeated cases, fixed-term or permanent exclusions.



- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to CADS or support through the Children and Young People's Mental Health Service (CYPMHS) and mental health support teams (MHSTs).

**Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- o Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour, culture and routines policy.
  - o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. This also includes reporting directly to app managers for the closing down or removal of accounts / chats where bullying has occurred.
- o Reassuring and offering appropriate support.
- o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

**Preventing bullying.**

Through our environment, policies and education we will:

Environment	Policy and Support	Education and training
-Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse). o Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by	-Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. o Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour. o Take appropriate,	Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. o Consider a range of opportunities and

<p>bullying and will implement additional pastoral support as required.</p> <ul style="list-style-type: none"> <li>o Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.</li> <li>o Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference. <ul style="list-style-type: none"> <li>o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.</li> </ul> </li> <li>o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.</li> <li>o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.</li> <li>o Actively create "safe spaces" for vulnerable children and young people such as the Thrive Hive</li> <li>o Celebrate success and achievements to promote and build a positive school ethos.</li> </ul>	<p>proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.</p> <ul style="list-style-type: none"> <li>o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.</li> </ul>	<p>approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.</p> <ul style="list-style-type: none"> <li>o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.</li> <li>o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week</li> <li>o Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.</li> </ul>
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**Involvement of pupils and parents.**

We expect our pupils and parents to:

Pupils	Parents
<ul style="list-style-type: none"> <li>o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.</li> <li>o Regularly canvas pupils' views on the extent and nature of bullying.</li> <li>o Ensure that all pupils know how to express worries and anxieties about bullying.</li> <li>o Ensure that all pupils are aware of the range of</li> </ul>	<ul style="list-style-type: none"> <li>o Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.</li> <li>o Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats,</li> </ul>

<p>sanctions which may be applied against those engaging in bullying.</p> <ul style="list-style-type: none"> <li>o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.</li> <li>o Utilise pupil voice in providing pupil led education and support</li> <li>o Publicise the details of internal support, as well as external helplines and websites.</li> <li>o Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.</li> </ul>	<p>including via the school website.</p> <ul style="list-style-type: none"> <li>o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.</li> <li>o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.</li> <li>o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.</li> </ul>
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**Monitoring and evaluation of this policy.**

We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. This will be done alongside governors, using redacted my concern details ensuring our policies and actions taken are most appropriate to the incident. Any issues identified will be incorporated into the school's action planning. The headteacher will be informed of bullying concerns, as appropriate and report on a regular basis to the governing body on incidents of bullying, including outcomes.

The link to our complaints policy and procedures in the case of unresolved or disputed issues can be found here:

<https://staidansblackburn.co.uk/key-information/policies>

Mrs Harrison

**Updated: November 2024**

**Review Date: November 2025**

## **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk) • The UK Council for Internet Safety (UKCIS):  
[www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)
- DfE: SEND code of practice:  
[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)  
Race, Religion and Nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educationa](http://www.srtrc.org/educationa)

## **LGBTQ+**

- Barnardo's LGBTQ Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harassment and Sexual Bullying**

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW):  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body:  
[www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
<https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying):  
[www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)