



Aston Rowant C+E Primary School

Anti-Bullying Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2023

Date of Policy review: October 2026

Head Teacher: Mrs H. France

Date: 5th October 2025

Chair of Governors: Mr T. Sowerby

Date: 5th October 2025

LINKED POLICIES

- Behaviour Policy
- Complaints Policy

KEY OBJECTIVE

As a Church of England School, we have at our heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life, that their **roots grow deep into God and that they build their lives on him** (Colossians 2:7). We have a duty to try to remove any factor that might represent a hindrance to a child's growth and fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment (cf *All God's Children* document page 9)

Our theologically rooted Christian vision reflects our inclusive ethos for education. If we are to **GROW together** and have our roots in God then we need to treat one another with respect and kindness. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God. (cf *All God's Children* document page 10)

This school is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers where kindness and compassion is shown by all, to all. We believe that all pupils, staff and parents/carers have the right to be treated with respect and protected from bullying and abusive behaviour. Bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person and inhibit their opportunity to **GROW**. We aim, as a school, to produce a safe and secure environment where all can **GROW together** and learn and work without anxiety.

This policy aims to ensure that all our school community are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences in the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

We aim to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

GRATITUDE RESILIENCE OUTREACH WONDER TRUTH HARMONY

WHO THE POLICY APPLIES TO

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

- Pupils
- Teachers (both permanent and supply teachers, and specialist teachers)
- Teaching Assistants
- Behavioural Support Assistants
- Office Staff
- Playground supervisors
- Caretakers
- Parents/Carers
- School Governors

DEFINITION OF BULLYING

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves and is often motivated by prejudice. Examples of unacceptable behaviour and bullying behaviour include (but are not limited to):

- **Physical** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.
- **Emotional/psychological** – excluding someone from a group, humiliation.
- **Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.
- **Sexual** – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
- **Homophobic, biphobic or transphobic** –behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same-sex couples).
- **Electronic** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), social media and hate websites.

Bullying is the abuse of power by one person over another. This does not fit with our values of having **harmonious** attitudes, taking **opportunities** to reach out to others or reflecting our **trust** in God.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs.

CURRICULUM

Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT bullying, are included in physical, social, health and economic education programme. The curriculum offers opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should takes LGBT people into account. Our PSHE programme also equips our children with how to report bullying incidents and how to manage any breakdown in a relationship. (*cf All God's Children document page 10*).

HOW WE HANDLE BULLYING AT ASTON ROWANT SCHOOL

- When bullying is reported it will be taken seriously and staff will follow the behaviour policy for managing a bullying incident.
- Staff will work with the person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any student who is being bullied to support and encourage that student in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any student who is bullying to support and encourage that student in finding alternatives to the bullying behaviour.
- Discriminatory language is not acceptable and will be challenged.
- We firmly believe that preventing bullying incidents should be our primary aim, we look to achieve this through our whole curriculum and core Christian values.
- All forms of bullying (including cyber bullying) will be handled as a community issue for the whole school. Where school staff become aware of a bullying issue outside of school it will be investigated and acted on.
- Sanctions for a bullying incident will be in line with our Behaviour Policy. Excluding pupils/people from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those people who carried out the bullying will have to be suspended from school activities while it is investigated and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the suspended pupil or person to return to the school, he/she may have to be permanently excluded, in line with Local Education Authority guidelines.

STANDING UP TO BULLYING BEHAVIOUR

This school is committed to stopping bullying behaviour and to do this every member of the school community can expect support from the school with everyone playing their part in tackling bullying. We **GROW together** and so we all have a part to play.

The role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that **all** staff, parents and pupils are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The headteacher ensures that discussions about anti-bullying and positive relationships are included in the PSHE curriculum. If there is an incident of bullying the teacher may decide that it is appropriate to discuss the issues in assembly.
- The headteacher ensures that all staff receive appropriate training to be equipped to deal with all incidents of bullying.
- The headteacher ensures an ethos of mutual support and praise for success; when persons feel they are valued and belong to a friendly welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

- If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, after consultation with the headteacher, the teacher or head should inform the child's parents.
- We keep bullying incident sheets (blue) in the staff room where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the incident on the appropriate blue form and hand it to the headteacher.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate action taken towards the child who carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.
- Teachers routinely attend training available, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents/carers

- Parents who are concerned that their child might be being bullied or who suspect that their child might be the perpetrator of bullying should contact their child's class teacher or another member of the school staff immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Information and support is available for parents either by talking to a member of staff, via the school website or from the parents' information sheet.

The role of pupils

- It is the responsibility of all pupils to report any incident of bullying to an adult.
- All pupils should know that bullying is not tolerated and should not be encouraged.
- Pupils should befriend those being bullied.

The role of the Governors

Governors should take responsibility for monitoring and evaluating the effectiveness of anti-bullying strategies (including curriculum, policies and school vision and ethos) and ensure that regular reports about bullying and wellbeing are part of the cycle of governors' meetings. On all governing bodies there will be a nominated lead governor on safety and behaviour which will include homophobic, biphobic and transphobic bullying.

(All God's Children document page 10)

- The governing body supports the headteacher and teachers in all attempts to prevent bullying in our school. Any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur and review the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school anti-bullying strategies.

- The governing body responds within ten days to any request from parents to investigate incidents of bullying. In all cases the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body. Governors maintain utmost confidentiality so they remain untainted, should an investigation arise.

Monitoring and Review of Bullying Complaints

- The Governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. The headteacher logs all complaints received by the school and records how they were resolved. Governors examine this log on an annual basis.
- Governors take into account any local or national decisions that affect the complaints process and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.
- This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Evaluating an Effective Anti-Bullying Policy

In order to assess the effectiveness of the school's anti-bullying policy the following standards could be used as means of measuring performance:

- Variation in the number of reported incidents over a given period of time.
- Individual incident returns, including nil returns, within given periods for different age groups.
- Variations in the number of pupil absences which are suspected to arise as a consequence of bullying.
- Any marked improvement in attainment which may be confidently regarded as have arisen due to the eradication of bullying behaviour.