



Anti-Bullying Policy

2025-2028

Next review: November 2028

This policy has been approved by the Local Governing Body

Headteacher: Lucy Wheatcroft

Date: December 2025

Statement of Intent

Jesus taught that we should treat others as we would like to be treated so at All Saints CE (A) Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. School council feel that bullying is “when somebody hurts you repeatedly on purpose. Types of bullying include Physical: pushing, punching, hitting, spitting Verbal/Emotional: saying unkind things, swearing, leaving someone out, spreading rumours, online bullying: using text messages or the internet to hurt someone.”

Definition

At All Saints School our understanding of what bullying is.

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- “badly different”, alone, unimportant and undervalued
- unable to see a happy and exciting future for yourself

This **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this **is** bullying.”

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell someone. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so the following two definitions are also useful:

1. Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a “one-off” incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

2. “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

Methods and Practices of bullying

The following are some examples of the many different forms of bullying, but this is not an exhaustive list.

Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things

Verbal - For example name calling, taunting, swearing, threats, offensive or discriminatory remarks, whether about people or objects

Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, “dirty looks”, or producing offensive graffiti

Online - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to pupils or staff of the school.

‘Online-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself’

Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person’s home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person’s identity.

Sexual - For example inappropriate or unwanted physical contact, verbal comments or online messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all forms of bullying and will not tolerate them in our school community.

Off-site bullying

We are aware that several areas in and around the school are vulnerable to bullying, including:

- outside (the field in particular)
- in the toilets
- in the corridor
- changing rooms
- walking to and from school
- where access to computers is allowed

The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Head teachers the power

“to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating online bullying)”.

For example, the school will intervene if it hears of:

- Online bullying via Social Networking Sites e.g. malicious message on somebody's or profile, creation of a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren't the original author.
- Other online bullying or off-site bullying

To help prevent and reduce bullying off-site, the school will:

- Talk to the local community Police Officer about known problems on the streets;
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises;
- Map out safe routes to school for children, linking them to the School Travel Plan;
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements
- Educate pupils about how to handle or avoid bullying outside the school premises, including online bullying and online safety information
- Link with local service providers such as transport providers, youth groups etc. to share knowledge and best practice
- Offer pastoral support through Early Help Assessment procedure.

If the school is aware of a bullying incident outside school, staff will:

- Follow the attached checklist for dealing with an incident as far as possible, depending on the situation, including recording and reporting protocols, and contacting parents / carers
- Provide support and advice to the person being bullied, if they are within our school
- Support and work with the person bullying, if they are within our school
- Investigate and consider the following actions with respect to the person bullying:
 - Confiscation of mobile phones and other items
 - The involvement of police or anti-social behaviour coordinator in their local authority in any form of on-going bullying, particularly when related to online-bullying. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

- Inform any other relevant schools or agencies (eg youth clubs, transport providers) about the concerns and any actions taken
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents.
- If children are being bullied by pupils of another school the head teacher of that school will be informed and invited to deal with the matter.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular, we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Biphobia
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

At All Saints Primary School, we challenge all discriminatory language whenever it is used. When responding to discriminatory language, staff will:

- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, remove the pupil from the classroom and explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a pupil continues, the Headteacher will become involved. Parents will be invited in to discuss the attitude of the pupil. For homophobic bullying, even if parents and pupils think gay people should be treated differently, this does not mean homophobic language or bullying is acceptable. We will take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. We will explain that all pupils should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.

The pupil should understand the sanctions that will apply if they continue to use discriminatory language. Alongside sanctions, we may use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. These sanctions may include:

- Removal from the group (in class)

- Withdrawal of break and lunchtime privileges
- Acceptable language contract
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Official warning to cease
- Exclusion from certain areas of school premises
- Network privileges withdrawn
- Referral to Schools Police Liaison Officer
- Minor fixed-term exclusion
- Major fixed term exclusion
- Permanent exclusion

How bullying incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the annexed checklist. Students can report it to any member of staff in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

Strategies to support those bullied and bullying

The following strategies are in place to support students and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support working with pupil mentor to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. play theory, PACS, Art room, BB4K, educational psychologist, where appropriate
- A “safe place” can be made available, e.g. a classroom, learning mentor’s room.
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship
- Support through peers
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate

The following strategies are in place to support and work with pupils who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the pupil became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support working with pupil mentor to develop self-esteem, assertiveness, empathy, anger and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. play therapy, PACS, Art room, BB4K, educational psychologist, where appropriate
- A “safe place” can be made available, e.g. a classroom, learning mentor’s room
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship
- Support through peers
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate

- Opportunities to turn their behaviour around by becoming an anti-bullying ambassador/school council member.

In addition peer support schemes can be used to provide follow up support to either party, such as:

- Circle of Friends—A small number of students volunteer to support and help an individual who is experiencing difficulties
- Peer Support—similar to above but less formalised
- Anti-bullying ambassadors/ School council members
- Peer mentor and mediator support scheme

Prevention Strategies

Monitoring and Review

The school regularly monitors levels of bullying through the following measures:

- Follow up after each incident to review effectiveness of response
- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy;
- Focus groups and school council
- Systematic recording and review of incident forms to inform policy and procedures

This policy is reviewed and updated in response to intelligence gathered in the above ways, for example to target measures towards particularly vulnerable groups.

Spotting bullying early

A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Staff are trained to be aware of these possible signs and will investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to self-harm or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay person who is bullying)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings

- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when an online message is received
- Becomes withdrawn and is reluctant to say why
- Reduces their educational attainment
- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

Education and information

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (Circle time, Jigsaw, PSHE, Citizenship lessons), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
 - Diversity, tolerance and discrimination
 - Why do people bully each other?
 - What are the effects of bullying on the bullied, on bullies, and on bystanders?
 - What can we do to stop bullying?
 - How students can constructively to manage their relationships with others
- Assemblies (when needed) where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Bi-Annual Power of One assemblies.
- Making national anti-bullying week a high profile event each year;
- Pupil mentor- available to listen and support students. Close liaison with teaching staff when necessary.
- Drama—can be part of a PSHE lesson, with role play a powerful vehicle. Helping children be more assertive and teach them strategies to help them deal with bullying situations;
- Computing lessons covering online safety and online bullying
- Adults model appropriate behaviour towards each other to students
- The pupil-friendly version of this policy is displayed in school.
- Involving the whole school community (through school council) in writing and reviewing the policy;
- Prominently displaying anti bullying posters produced by the children around the school.
- Prominently displaying, by school entrance, signed anti- bullying charter.

Other Prevention Strategies

- All staff available to listen and support students
- Whole school behaviour approach, displaying golden rules in every area in the school.
- Each class agreeing on their own set of class rules/ class charter
- Playground initiatives such as sports leaders.
- School councillors/Anti-bullying Ambassador acting as 'bully busters' so they can be approached by all children who have concerns
- Using praise and rewards to reinforce good behaviour and anti-bullying work by pupils, such as:
 - Verbal Praise

- Class reward systems
- Head teacher's Sticker
- Always Certificates sent home.
- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware
- Student anti-bullying ambassadors
- The Student Council meets regularly and can represent students concerns and pass them onto the Senior Management Team. It regularly reviews anti-bullying development and procedures
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents
- School counsellors are available at regular times for any student to talk to
- Staff use restorative approaches to help resolve issues where appropriate
- All staff, including support and administrative staff are aware of the anti-bullying policy and understand the schools procedures to deal with bullying.

Where Pupils and Parents / Carers can find more information

Pupils: the annexed pupil-friendly version of this policy has been developed by pupils and is displayed in school, and on the school website. It is also on display in reception and is brought to pupils' attention at the start of each school year. It will also be discussed with the School Council.

Parents / carers: This policy is available on the school website. Parents / carers can contact their child's teacher if they suspect bullying is going on. If they are unhappy with the way it is dealt with, or wish to make a complaint, they can contact the Headteacher. Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards.

This anti-bullying policy is available on our school website, and parents / carers and students are notified of this at the start of each school year.