BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

ANTI BULLYING POLICY
MAY 2025

Reference: DfE Preventing & Tackling Bullying – advice for headteachers, staff and governing bodies – July 2017
Preventing Bullying– July 2026
Keeping Children Safe in Education - 2026
School's Safeguarding Policy
School's Positive Behaviour & Relationships Policy

Overall aim
Badsworth CE J&I School believes that everyone who attends, works in, or supports our school has a right to feel respected and valued. The safety and wellbeing of all are essential. Our aim is that members of our community will feel safe from bullying and all forms of harassment due to discrimination because of race, gender, sexual orientation, age, disability, culture, pregnancy and maternity, religion or belief. Our school vision promotes mutual respect for everyone:

CARE – Prepare – Believe
Consider **a**nd **R**espect **E**veryone as Jesus Taught,
Prepare for a brighter future,
Believe you can make a difference
'I can do all things through Him who strengthens me.'
Philippians 4:13

Objectives
Badsworth CE J & I School's Anti Bullying Commitment is to ensure that *everyone*:
- feels that efforts are made to prevent bullying and to promote healthy relationships
- is able to recognise bullying
- accepts that bullying in any form is unacceptable
- feels safe from bullying within our school
- feels that their concerns are taken seriously and dealt with appropriately
- has hope that things can change for the better

Rationale
Bullying is *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. ANTI-BULLYING ALLIANCE*

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be equally, if not more, damaging to the child and so warrants a swift response. Teachers and schools have to make their own judgements about each specific case. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Headteachers also have the authority to investigate any reporting of incidents of bullying occurring outside school.

Statutory Duty of Schools
The Education and Inspections Act 2006
There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff. (See school behavior policy.)

Types of bullying
Head teachers have a legal duty to take measures to prevent all forms of bullying among young people.
Bullying comes in different types from physical (direct) bullying, verbal bullying and emotional (indirect) bullying.

Physical Bullying
This type of bullying involves such actions as shoving and poking, happy slapping, choking, punching and kicking, beating, stabbing, pulling hair, scratching, biting, pinching, taking or deliberately damaging people's things.

Verbal Bullying
Verbal bullying can take the form of name calling, making insulting or offensive remarks and making verbal threats.

Emotional Bullying
Bullying using emotional tactics is characterised by the spreading of malicious rumours, gossip, lies or nasty stories, laughing at the victim or saying certain words that trigger a reaction from a past event. Other forms include the silent treatment, leaving people out of social groups, bullying those who want to socialise with the victim.

Cyberbullying
Sending offensive text messages or e-mails, using social networking sites and other interactive programs to engage in bullying activities are examples of cyberbullying.

Strategy

1. Staff and pupils will work together to prevent bullying and the School will promote an anti-bullying culture

A school's response to bullying should not start at the point at which a child has been bullied. Values of respect and consideration for everyone permeate the whole School through our school vision. This is referred to regularly when adults and children are dealing with incidents.

During Collective Worships, the teaching of our Christian Values teach children how to respectfully treat each other.

Through our Picture News Collective Worships, we gain understanding of the Protected Characteristics and British Values so children learn about differences and show respect and tolerance to others.

During PSHE lessons pupils gain a clear understanding of how our actions affect others.

Where appropriate, bullying will be addressed through inclusion in some subject areas.

Anti-bullying week is an annual theme on our collective worship calendar and work is completed in class. The School Council also have a key role to play to raise the profile of Anti-Bullying Week.

The Parents' Handbook includes information about bullying.

Pupils are taught safe internet practice at the start of each school year and are reminded again at the beginning of each half-term. (see Internet Safety Policy) and pupils and parents also sign a 'Pupils' Acceptable Use Agreement' at this time. Internet Safety is also taught as part of our PSHE Curriculum. Across school, Internet Safety Day is also taught about.

Pupils, staff and parents need to be made to feel that they are able to discuss bullying concerns with staff who will listen. It is critical that children, staff and parents have confidence in the system for reporting bullying.

Pupils may feel more comfortable approaching a peer with their concerns and 'Buddies' are available to pupils at break-times.

Children also have access to worry boxes so any individual worries can be shared in a more private way.

2. Staff, helpers and pupils will recognise the signs of bullying

At the start of each school year, all staff receive Keeping Children Safe in Education training. Staff, helpers and pupils will be helped to recognise the signs that someone is being bullied. Signs that a child is being bullied might include any of the following:

A child might:

- not want to go to school

- suddenly become ill when it's time to go to school
- be frightened to walk to and from school
- start truanting or go missing from home
- lag behind in their school work
- ask for money or begin stealing money
- stop talking to parents particularly after school
- lose their appetite
- have problems sleeping, nightmares or start wetting the bed
- lose their things at school
- become aggressive, anxious or withdrawn
- self harm or even attempt suicide

3. Action will be taken when bullying is suspected or proven (pupils)

If bullying is suspected or reported then the responsibility for responding lies with the member of staff who was first made aware of it.

Ensure that the pupil who was bullied feels safe and is separated from the pupil(s) who bullied.
A clear account of the incident will be recorded and given to the headteacher or, in his or her absence, the most senior member of staff present.
Bullying incidents must be recorded on CPOMS.

The headteacher, or designated deputy will speak with all involved on an individual basis and will record the findings on CPOMS.
Class teacher(s) and the children's parents/guardians will be informed of the incident on the same day as it occurred.
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the local authority's children's social care department and document that this has occurred.
In some cases, where it is suspected that a crime has been committed, it may be necessary to involve the police.

Pupils who have been bullied *will be offered support which will include*:
- an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassurance
- actions aimed at restoring self-esteem and confidence.
- Regular 'check-ins' with an adult

Pupils who have bullied: *will be helped by*:
- discussing what happened
- identifying the reasons for the incident
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- discussing the impact of their actions on others
- involving parents in reinforcing the above

may be disciplined by using one, or a combination of the following steps:

- exclusion from certain areas of school premises or activities
- purposeful tasks of reflection – for example, a letter of apology, a presentation on anti-bullying
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

The disciplinary steps to be taken will be decided by the Headteacher or designated deputy following full consideration of the facts and impact of the incident. The head teacher (or designated deputy) will provide feedback to all involved.

Often bullying is highlighted by parents raising their concerns. They should be reassured that it will be investigated to agreed timescales and they must be kept informed by the head teacher or designated deputy.
Parents must have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.
Parents must be clear about how to take further action if they do not feel that their concern has been properly addressed.

4. Action will be taken when bullying is suspected or proven (staff)

If bullying is suspected or reported then the responsibility for responding lies with the member of staff who was first made aware of it.
Ensure that the person who was bullied feels safe and is separated from the person(s) who bullied.
A clear account of the incident will be recorded and given to the head teacher or, in their absence, the most senior member of staff present.
The head teacher, or designated deputy will speak with all involved on an individual basis and will record the findings on CPOMS.
Should the Headteacher be subject to bullying then advice and support should be sought from the Local Authority and relevant unions.
The School is committed to the eradication of bullying at all levels of school life. Staff who feel that they are being bullied in the workplace will be directed towards appropriate sources of support – both internal and external - and advised and given full support in relation to responding to the situation. They will be referred to appropriate human resources policies such as the Personal Harassment or Grievance policies.

5. Staff development

All staff will be made aware of this policy at a staff meeting.
Staff will be supported to access training in relation to applying expectations in relation to pupil/staff behaviour, recognising signs of bullying, identifying those at greatest risk of bullying, and dealing with bullying incidents.

6. Monitoring and evaluation

Pupils will be consulted annually about whether they have been bullied.
All incidents of bullying will be recorded and governors made aware of these.
This policy will be reviewed every two years by the Governing Body. All pupils, staff and support staff will be made aware of its existence and encouraged to access the policy.