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Croughton All Saints CE Primary School
Anti-Bullying Policy

November 2025

At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

'How wonderful, how pleasing it is when all God's people come together as one.'

(Psalm 133:1)

Reviewed by	Approved by	Date Approved	Next Review Date
S.Smith Headteacher H.Curtis PSHE Lead	FGB	November 2025	November 2027

Introduction:

Croughton All Saints CE Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously and understand that bullying can have serious negative consequences for children. Bullying of any form is not tolerated in our school. The school has high expectations of behaviour and will challenge any behaviour which falls below this. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and therefore measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition and Types of Bullying:

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. In Croughton All Saints CE Primary School, our definition of bullying is: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Bullying can take many forms, including:

- Emotional (i.e. excluding, tormenting, teasing, making threats, name calling, spreading malicious rumours or misinformation).
- Verbal (i.e. name calling, sarcasm, spreading rumours, teasing or using derogatory language).
- Physical assault, such as kicking, hitting, punching or other forms of violence.
- Cyber bullying, such as through social networks, messages, and image/video sharing to cause harm or embarrassment to others.
- Taunts, graffiti or gestures targeted at a person's gender, religion, race, special educational need or sexual orientation.
- Unwanted sexual contact or comments.
- Extortion

Bullying may be aimed at certain groups (i.e. because of race, religion, gender, special educational needs, disability, physical differences, family type or circumstances or sexual orientation).

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term effects on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable, and we believe that every child should feel safe and happy at school. Our school will respond promptly and effectively to reported incidents of bullying.

Prevention:

We work hard to prevent any forms of bullying, and it is the responsibility of our whole school community. As a school we:

- Establish a positive school culture which is based on respecting and celebrating all types of difference.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Anti-bullying weeks to raise awareness.
- A PSHE programme which is taught weekly, which includes raising awareness of e-safety and the roles that different people can take to reduce and stop bullying behaviour. Lessons may also take place dynamically, in response to issues.
- Circle time and assemblies

School staff acknowledge that low-level disruption and the use of offensive language can itself have a significant impact on its target. Early intervention is used by staff to set clear expectations of the behaviour being unacceptable. Staff are reflective and provide assurances to pupils that appropriate action will be taken.

Procedures:

Reporting Bullying

In our school pupils are encouraged to talk to staff if they are unhappy or have concerns. Pupils understand that they have the right to feel and be safe, and a responsibility to support others to feel safe and supported.

Adults are aware of pupils with protected characteristics and the school ethos fosters an inclusiveness which values each child's unique qualities which they bring to the school. The Christian ethos of the school supports this.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures regarding behaviour management and safeguarding.
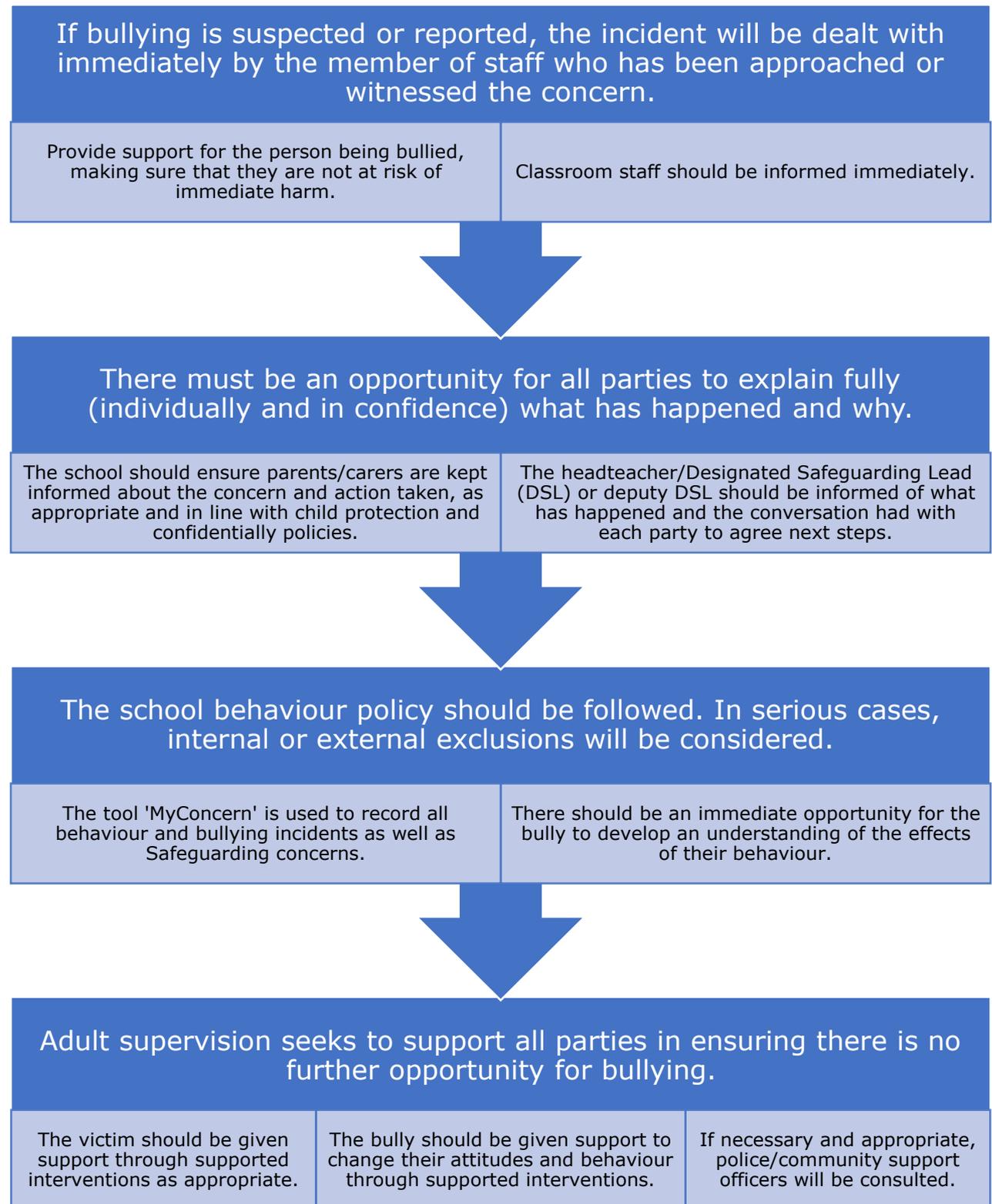
Pupils

Pupils are encouraged to report bullying incidents to a trusted adult. Children are also taught to report incidents that happen outside of school to a trusted adult.

Parents

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately, rather than approaching the child's parents or the child themselves. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school prospectus. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Responding to Bullying (School Staff):

The bullying behaviour or threats of bullying must be investigated quickly. This can include looking at files or data on computers or mobile phones, when authorised by the head teacher.

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.

Provide support for the person being bullied, making sure that they are not at risk of immediate harm.	Classroom staff should be informed immediately.

There must be an opportunity for all parties to explain fully (individually and in confidence) what has happened and why.

The school should ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.	The headteacher/Designated Safeguarding Lead (DSL) or deputy DSL should be informed of what has happened and the conversation had with each party to agree next steps.

The school behaviour policy should be followed. In serious cases, internal or external exclusions will be considered.

The tool 'MyConcern' is used to record all behaviour and bullying incidents as well as Safeguarding concerns.	There should be an immediate opportunity for the bully to develop an understanding of the effects of their behaviour.

Adult supervision seeks to support all parties in ensuring there is no further opportunity for bullying.

The victim should be given support through supported interventions as appropriate.	The bully should be given support to change their attitudes and behaviour through supported interventions.	If necessary and appropriate, police/community support officers will be consulted.

The school has an enduring interest in the welfare and conduct of its students 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 Headteachers the power: *"to such an extent as is reasonable to regulate the behaviour of students when they are off the school site (which is particularly pertinent to regulating cyberbullying)".*

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

- Cyberbullying via Social Networking Sites e.g. malicious message on somebody's profile, creation of a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour
- Other cyberbullying or off-site bullying.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm a bullying incident should be addressed as a safeguarding concern. In this case, school staff should inform the Designated Safeguarding Lead and report their concerns in line with the school Safeguarding Policy.

The role of the headteacher and the governing body:

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The headteacher sets the school climate of mutual support and praise for success.

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks them to investigate the case, and to report back to a representative of the governing body. The governing body review the effectiveness of this policy biannually.

Useful Links:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Young Minds: www.youngminds.org.uk

- DfE 'Cyberbullying: advice for headteachers and school staff':
  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