

AYLSHAM LEARNING FEDERATION

ANTI-BULLYING POLICY

Policy Reference: KG/Anti-Bullying Policy Review Frequency: 3 Years
Issue Number: 03 (04.02.2025) Next Review Date: 04.02.2028
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Ratified by the Governors' Curriculum, Assessment and Achievement Committee on: 04.02.2025

Signed:

Chair

1. Introduction

Aylsham Learning Federation believes that all pupils have a right to be safe and happy. While Aylsham Learning Federation does not have a significant bullying problem it is inevitable that a small minority of our pupils at some point during their time with us may be affected by bullying. We therefore are keen to ensure a zero tolerance approach is taken towards any incidents of bullying that may occur between pupils and take active steps to prevent it happening in the first place.

The primary aim of this policy is to prevent bullying (including racism and homophobic, biphobic and transphobic (HBT) bullying), where possible, and to lay down clear guidelines for dealing with it when it does occur.

2. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms, including:

- physical bullying,
- verbal bullying (including cyber-bullying), or
- indirect bullying (excluding others from activities to intentionally be unkind).

Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender identity, 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 more damaging than

physical; 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. Cyber-bullying is a different form of bullying and can happen at all times of the day via personal devices or social media, with a potentially bigger audience, and more accessories as people forward on content at a click.

<https://www.gov.uk/bullying-at-school/bullying-a-definition>

3. Aims and Objectives

1. To ensure all incidents of bullying are dealt with swiftly and effectively and within a whole school approach.
2. To raise awareness of bullying and prevent its occurrence in the first place.
3. To ensure pupils know who to report bullying to and feel safe in the knowledge that they will be taken seriously and helped with the problem facing them.
4. To ensure that all staff are aware of signs of bullying and are vigilant of this in all aspects of school life.
5. To raise awareness of equality of all regardless of race, religion, gender identity, sexual orientation, socio economic background or disability. For further information, please refer to the equality information and objectives policy.

4. Strategies for Dealing with Reported Bullying

Strategies used specifically at John of Gaunt:

Our priority is to ensure the children feel safe and know that it is always important to talk about how they feel so that we can support each other as a community. It is a subject that we take extremely seriously. Our children are very young with a range of maturities - incidents that could be perceived as bullying can be the result of behaviour that arises from their spontaneous, egocentric nature. The essential message for our children is that if anything concerns them during their time in school they talk to someone about it.

- All incidents of bullying that are reported are dealt with swiftly and effectively and within a timely manner.
- Serious incidents are dealt with by the Headteacher or in the case of very serious incidents the Executive Headteacher:
 - both parties will have the opportunity to give their viewpoint,
 - both parties will have the opportunity for a restorative approach,
 - a resolution and a way forward are agreed,
 - incidents are reported using CPOMS,
 - parents/carers may be contacted if they are not already aware or bullying behaviour continues after initial intervention
 - friendships between parties will be closely monitored following a reported incident.

Strategies used specifically at Bure Valley School:

The school defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice, differences or perceived differences. Bullying usually involves an imbalance of power between the perpetrator and the victim.

The school recognises that bullying in school can have a devastating effect on children and their families. Especially if left unaddressed. Bullying can be a barrier to learning and have serious consequences for pupil's mental health and wellbeing. Bullying which takes place at school can have a lasting effect on pupil's lives. Therefore, by effectively preventing and tackling bullying schools can help to create safe environments where pupils can learn and fulfil their potential.

All staff at Bure Valley are responsible for promoting a positive school culture and addressing bullying in all its forms: physical, verbal, social and cyber. The school works hard to create an inclusive environment. That is a safe space where pupils can openly discuss bullying without the fear of further bullying.

To create a safe and supportive environment for all pupils, staff receive regular training on identifying and managing bullying incidents. The school provides effective staff training in conjunction with its anti-bullying policy, so that all staff understand the principles and purpose of the school's policy and approach. This includes understanding legal responsibilities regarding bullying, how to resolve problems and where to seek support.

Alongside this policy, staff at Bure Valley promote a culture of respect, care and cooperation in line with our school/federation values.

Prevention:

- Pupils learn best in a safe and calm environment that is free from disruption, therefore the school works hard to minimise low level disruption and poor behaviours for learning. The ethos of respect, kindness and good behaviour extends beyond the classroom.
- Values of respect for staff and other pupils and an understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and other pupils.
- The school makes parents and carers aware of the school's stance on bullying and the procedures to follow if they believe their child is being bullied. The school will aim to take all complaints of bullying seriously and will work towards resolving the issues raised.
- The school makes pupils aware of its approach to bullying and is clear about what part pupils can play in preventing bullying, including when finding themselves as bystanders. This is reinforced through the school's behaviour curriculum, home school agreement and annual participation in national [Anti-Bullying Alliance](#) campaigns (including Odd Socks Day) and NSPCC initiatives.
- The school's response to bullying should not start at the point at which a child has been bullied.
- Staff gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying from occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through an assembly or workshop, or through a focussed intervention or activity. Such as Girls on Board.

- Staff determine what they believe will work best for their pupils, depending on the particular issues that need to be addressed.
- The school utilises relevant DfE guidance materials to inform its approach:
 - [Preventing and tackling bullying – Advice for headteachers, staff and governing bodies](#) (DfE July 2017)
 - [Relationship, sex, and health education guidance](#) (DfE September 2021)
 - [Teaching Online Safety in Schools guidance](#) (DfE January 2023)
 - [Keeping Children Safe in Education](#) (DfE September 2024)
- To help tackle bullying the school has constructed an effective wider curriculum, including relationship, sex and health education (RSHE), that reflects diversity of views and backgrounds, whilst fostering respect for others and the understanding of healthy relationships.
- The school teaches pupils about bullying, healthy friendships, equality, stereotyping and online safety to ensure pupils are kept safe both in school and at home.
- The school openly discusses differences between people that could potentially motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance. As well as children with different family situations, such as those who are looked after children or those with caring responsibilities.
- Pupils are taught that prejudice based language is unacceptable.
- The school uses specific organisations and resources from anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- To combat bullying, the school works with The [Diana Award](#) to implement an anti-bullying programme and to empower pupils with the skills, tools, confidence and knowledge they need to create a positive school culture and to provide support to peers. The school has anti-bullying ambassadors (Friendly Faces) in place and children are made aware of who they are.
- The school has policies in place to help prevent bullying and to respond to bullying. These include:
 - Child Protection
 - Online Safety
 - ICT Acceptable Use
 - SEND & Inclusion
 - Safeguarding
 - Behaviour
- The use of electronic devices is prohibited in school.
- Online behaviour on school devices, during the school day is closely monitored.
- The school makes the wider community aware that it will, when appropriate, implement disciplinary sanctions. With the consequence reflecting the seriousness of the incident so that all see that bullying is unacceptable.
- The school regularly evaluates and updates its approach, including taking into account developments in technology.

Reporting:

- Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help negative behaviours from escalating. Therefore, staff are encouraged to report any concerns as soon as possible.
- The school provides a range of ways to make it easier for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel safe and that they can also report bullying which may occur outside school, including cyber-bullying.

- All incidents of perceived bullying should be reported to SLT and/or DSLs. All incidents of bullying should be recorded on CPOMs.
- We keep a SIMS/CPOMs record of all incidents of bullying that occur both within school time and those reported before and after school.
- The school reports to the local authority any prejudice incidents. These being any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics. The school submits an electronic annual summary report of prejudice related incidents within the academic year. The information shared helps to inform practice and policy across all local authority schools.

Responding:

- In all cases the school has a responsibility to support children are bullied and to make appropriate provision for their needs. The nature of the response and the level of support will depend on the individual circumstances and the level of need. This can range from a quiet word from a teacher, asking for pastoral support, providing counselling, engaging with parents, referring to the local authority children's services, completing Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).
- Immediate physical safety will always be prioritised.
- When notified the Pastoral Leader and/or member of the senior leadership team will then investigate the incident and will involve the parents/carers of both children as appropriate. The lead adult will agree with the parent/carer about what to do and will keep the parents fully informed.
- The lead adult, in conjunction with the class teacher(s) and year group team, will counsel and support both parties and ensure appropriate consequences are given to the child who has carried out the bullying. Time is spent talking with all parties and it is explained to the perpetrator why their actions were wrong, and we endeavour to help the child change their behaviour in future.
- The school uses a hierarchy of consequences, in-line with its behaviour policy. In all cases, the school's response will be proportionate, considered, supportive, and decided on a case by case basis. Consequences for bullying are applied fairly and can include:
 - use of the school's traffic light behaviour system (incidents recorded on SIMS);
 - change of seating position within the classroom;
 - loss of some or all social time for an agreed period;
 - individually supervised worktime away from the class (dependent on the severity of the incident);
 - serious behaviour incidents or persistent breaches (including repeatedly bullying) are recorded on CPOMs;
 - child can be moved directly to orange or red for more severe breaches of the behaviour policy. This would include repeated bullying and/or prejudice/discriminatory language and behaviour;
 - positive behaviour plan;
 - risk assessment;
 - change of class or separate onsite provision;
 - if a child is involved in repeated bullying, further steps will be taken and parents will again be involved;
 - alternative provision
 - fixed term suspension/permanent exclusion.
- The school works with external partners, including the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- Some forms of bullying are illegal and can be reported to the police. These include:
 - violence or assault;
 - theft;
 - repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages;
 - hate crimes.
- The Pastoral Leader and Senior Leadership team liaises regularly with all staff to ensure consistency of approach in dealing with incidents of bullying and behaviour management.
- The member of staff responsible for anti-bullying ambassadors (Friendly Faces) receives annual training which is then disseminated to staff.

Reviewing

- The school's policy will be reviewed every three years.
- Day to day implementation of this policy in practice is reviewed on a day to day and weekly actions.
- The school will seek the views of stakeholders regularly. This will include at least annual staff, parent and pupils surveys.
- The school has prejudiced and safeguarding issues as a standing weekly professional development agenda item.
- School leaders liaise with the anti-bullying ambassadors and school councillors to seek the views of pupils and to receive feedback from the wider pupil body.
- School leaders report regularly to the governing board.

Strategies used specifically at Aylsham High School:

- All incidents of bullying that are reported within school should be taken seriously and investigated within a timely manner.
- All prejudice related incidents should be reported and recorded by the Deputy Headteacher. These will be shared with the local authority (LA).
- Serious incidents should be dealt with by Heads of House(s) or in the case of very serious incidents the senior leadership team:
 - statements from both parties should be taken
 - incident reported on SIMS along with resolution/sanction given
 - where appropriate follow up action could involve contacting the parents/carers of both parties.
- It will be appropriate for some incidents of bullying to be dealt with by Heads of House or other appropriate adults within school. In some cases it may be appropriate for the incidents to be dealt with by the Friendly Faces, a peer support group run by year 10/11 students coordinated by Mrs K King, who are trained to deal with bullying in an informal manner through peer support or in a more formal way using restorative justice techniques (overseen by Mr Bradshaw (DB)).
 - **Friendly Faces and restorative justice approaches**
 - The Friendly Faces will keep a record of each reported incident. Reports are held by KK or passed onto a Head of House, the senior leadership team or a member of the behaviour/pastoral team. All forms are entered on CPOMS and Form tutors are alerted. Dependent on the incident the necessary people will be informed as above. In some cases Mrs King will hold a restorative with students.
 - Attempts will be made to reconcile differences and come to an acceptable resolution.

- If Friendly Faces deem they are not able to find a suitable resolution or the incident is more serious they will report to KK/Head of House/senior leadership team for review.
- When appropriate senior Friendly Faces can be used to resolve persistent or more serious issues using restorative justice techniques in a peacemaker meeting. These issues will be identified by staff and passed on to DB to set a meeting up.
- During the meeting students will bring all parties together to discuss the issue being faced and put together an agreed way forward via a contract which all parties agree to keep to. DB holds all copies of contracts unless their review at which point they are added to the student's file.
- Those not keeping to their agreement will be referred back to Head of House/senior leadership team.

Across all schools in the Federation in the most serious of incidents, the Executive Headteacher/Headteacher/senior leadership team may contact external support agencies such as the inclusion team, SEND support teachers/teams or children's services. The Executive Headteacher/Headteacher/senior leadership team may also temporarily exclude a pupil for a fixed term or permanently exclude a pupil. In these cases, governors are informed.

5. Strategies to Raise Awareness and Prevent Bullying

Strategies used specifically at John of Gaunt:

- All classrooms have a safe quiet space where children can go if they are feeling overwhelmed and an adult will understand that they have something they need to talk about.
- Children have access to a pastoral lead to share their worries and concerns.
- Staff are vigilant when on duty to spot potential issues before they arise but also to tackle issues immediately via a face to face restorative approach.
- Friendship board encourages children to talk about positive relationships and when someone has shown a random act of kindness.
- Half termly kindness awards recognise positive kind behaviour.
- Whole school assemblies address what good friends look like and how to be a good friend.
- Playground buddies help all children to make good choices at break times and lunchtimes and alert staff to any potential issues.
- ***Friendship Week*** - this takes place each November; activities during the week enable the children to feel confident and talk about issues such as behaviour, helping others when they need it, discussing feelings, being a good friend, co-operation and teamwork. The important message of talking and sharing any concerns with others, and listening carefully to offer support is reinforced in a variety of ways. This week also includes e-safety to ensure that children know how to be safe online and report any cyber bullying.
- ***PSHE*** - this aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. We focus on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.
- ***Circle Time*** - forms part of our PSHE and enables all children to have a voice and for children in their class groups to address any problems that they may have a find solutions to the problem.

- **School Council** - the children in the school council are often asked to talk about any concerns that they have or that the children from their class have. School councillors take an active role in promoting positive and kind behaviour at all times.
- **British Values** - whole school assemblies on British values help children to understand about equality.

Strategies used specifically at Bure Valley School:

positive and safe school culture, considering relevant law, legislation, and Department for Education (DfE) guidance:

- Develop and enforce an Anti-Bullying policy and whole school culture. Regularly update and review the policy with staff, pupils, and parents.
- Recognise and respond to bullying, in line with the statutory safeguarding guidance in Keeping Children Safe in Education (KCSIE).
- Establish clear systems for reporting and recording bullying incidents.
- Promote respect and inclusion by embedding the principles of mutual respect, tolerance, and inclusion across the curriculum, supporting the Prevent Duty and the promotion of British values.
- Curriculum integration through incorporating PSHE (Personal, Social, Health, and Economic) education and Relationship Education to teach empathy, conflict resolution, and the impact of bullying.
- Foster a culture of kindness through assemblies, school events, and campaigns such as Anti-Bullying Week.
- Ensuring school leaders and staff model positive behaviour and uphold anti-bullying principles in their interactions.
- Provide ongoing professional development for staff to handle bullying effectively and support victims and perpetrators.
- Increase staff presence in high-risk areas such as playgrounds, corridors, and lunch areas.
- Establish buddy systems or peer mentoring schemes to create a supportive environment for younger or vulnerable pupils.
- Access to quiet, supervised lunch room.
- Access to Whisper Space or Room 9 for supervised play inside.
- Access to Friendship Bench or supervised Sports Leader activities at lunchtime.
- Opportunity to perform specific jobs or tasks, including supporting play/lunch play at federated infant school.
- Access to quiet reading area in the spring/summer.
- Access to lunchtime clubs.
- Involve students in creating anti-bullying policies and initiatives through school councils or focus groups.
- Engage parents about school policies, bullying prevention, and how they can support at home.
- Collaborate with external organisations (e.g., NSPCC, Child Line) to provide resources and workshops.
- Offer tailored support for victims of bullying through counselling, restorative justice sessions, or peer mediation.
- Work with perpetrators to understand their behaviour, offering targeted interventions to promote positive change.
- Use restorative approaches to repair relationships and rebuild trust after bullying incidents.
- Conduct pupil and parent surveys to identify concerns and areas for improvement.

- Use incident reports to track patterns and effectiveness of anti-bullying strategies, making adjustments as needed.
- Teach pupils about cyberbullying and online safety, ensuring alignment with the DfE's Education for a Connected World framework.
- Use appropriate filtering and monitoring systems for school technology, as per DfE guidance.

These strategies not only address bullying but also support a school environment where all pupils feel safe, respected, and able to thrive.

The role of midday meal supervisor (MMS) & lunchtime supervision staff BVS

The MMS/lunch time supervision staff have a special responsibility to be alert to signs of bullying during the longer lunchtime playtime. We have employed MMSs to support the classroom assistants (CAs) and senior leaders (SLT) and provide excellent supervision for all pupils.

- All incidents involving intimidation, violence and social exclusion that are reported by a child to an MMS/lunchtime supervision staff must be referred on to the Pastoral Leader or Senior Leadership team.
- The MMS/lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- If the MMS/lunchtime supervision staff have evidence that bullying is going on, then the pastoral leader, teacher and DSL/SLT must be informed and will record the incident on CPOMs.
- At this point, the child should be excluded from the playground and taken to the Reflection Room or the headteachers office.

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- All incidents involving intimidation, violence and social exclusion that are reported by a child to an MMS/lunchtime supervision staff must be referred on to the Pastoral Leader.
- The MMS/lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- If the MMS/lunchtime supervision staff have evidence that bullying is going on, then the pastoral leader, teacher and Head of School/Assistant Heads must be informed and will record the incident on SIMs.
- At this point, the child should be excluded from the playground and taken to the Executive Headteacher/Head of School/Assistant Heads.

Strategies used specifically at Aylsham High School

- Students should have access to a safe place if they feel they need it during break and lunchtimes this could be in a classroom with a trusted teacher, in the link room or in the LRC.
- Staff must be vigilant when on duty to identify and act upon bullying incidents. Friendly Faces will help with this by maintaining lunchtime patrols.
- Staff inset and discussions are a key part of the whole school approach.

- Parents/Carers, governors, students and staff should all be familiar with the anti-bullying policy.
- The issue of bullying should be discussed within form time and appropriate lessons to raise awareness.
- Bullying and cyber bullying is a key topic for assemblies led by staff or students (particularly but not exclusively during anti-bullying week).
- There is particular emphasis in the induction programme for year 6 students as it can be a concern for students coming into a new school. Many elements of bullying are addressed within the Friendly Face Roadshow as well as ensuring students know who to talk to if they feel they are being bullied.
- Aylsham High School has links with the Diana Award Anti-Bullying Ambassadors Programme and will continue to develop these links to help with training students and raising awareness of anti-bullying. This has included hosting a regional anti-bullying conference for other primary and secondary schools in the area which is to become an annual event.
- Awareness of anti-bullying and equality issues will be raised with students during PSHE days for year 7 (anti-bullying) and year 9 (equality) run by Mr J Sexton, Mrs King and the Friendly Face team.
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6. Role of all staff

- All staff take all forms of bullying seriously and intervene to prevent incidents from taking place. We are a talking Federation and our actions and ethos encourages a climate of trust and respect for all. Our positive behaviour models aim to encourage friendship and prevent incidents of bullying.
- We recognise that the behaviour of staff is seen by children as model behaviour and therefore staff behaviour demonstrates tolerance, understanding and care towards all students/pupils/children and high quality professional relationships with all adults. We show equal regard for all and our interactions are free from intimidation.
- All staff encourage a restorative approach to any bullying behaviour with a clear way of moving forwards.

7. Role of parents

- Parents who are concerned that their child may be being bullied or experiencing hurtful behaviour, or who suspect that their child may be the perpetrator of bullying or hurtful behaviour, should contact their school immediately.
- Parents have a responsibility to support the Federation's anti-bullying policy, actively encouraging their child to be a positive member of their school and community by being kind, respectful and considerate to others.

8. Role of governors

- The governing board supports the Federation in all attempts to eliminate bullying from their schools.
- The Governing Board will not condone any bullying or hurtful behaviour in school, and any incidents that do occur will be taken very seriously, and dealt with appropriately.
- The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the schools to keep

accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- A parent/carer who is dissatisfied with the way a school has dealt with an incident can ask the Chair of Governors to look into the matter. The Governing Board responds within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases, the Governing Board notifies the Executive Headteacher/Head of School, and asks him/her to conduct an investigation into the case, and to report to a representative of the Governing Board.

9. Monitoring and review

- This policy is monitored on a day-to-day basis by the Executive Headteacher / Head of School and their senior leadership teams who report to governors about the effectiveness of the policy on request.
- Teachers record any low level unacceptable behaviours either in class diaries (JOG) or through the SIMS recording system.
- Any serious cases of bullying are reported to the Executive Headteacher/ Head of School or Chair of Governors.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this via a report from the Executive Headteacher /Head of School / member of the senior leadership team based upon SIMS data and via regular discussions at the curriculum, assessment and attainment committee level. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

• This policy links to each school's behaviour policy, staff code of conduct and safeguarding policy.

10. Conclusion

Bullying which is unchecked, or which staff seem to condone by ignoring, affects not only those immediately involved but the Federation in general. A whole school approach towards bullying will enhance the educational and social experience of all who attend Aylsham Learning Federation. The Federation is serious in its commitment to resolving this problem