



ARCHBISHOP OF YORK'S CE JUNIOR SCHOOL

ANTI-BULLYING POLICY

Adopted June 2025	Kerry Davies Executive Headteacher	Signature 
Next Review Date May 2026	Tim Andrew Chair of Governor	Signature 

The Full Governing Body will be responsible for evaluating and reviewing this Policy.

RATIONALE AND ETHOS

Through AYJS PRIDE (Positive, Respectful, Independence, Determined and Engaged) we nurture each individual to flourish, achieve and live out Christian values.

This Anti-Bullying Policy reflects our commitment to uphold the spiritual, moral, social, and cultural development of all pupils, in accordance with the **Church of England Vision for Education**.

AIMS

- To ensure that bullying of any kind is not tolerated and is dealt with promptly and effectively.
- To foster a school environment in which everyone feels safe, valued, and respected.
- To promote Christian values that reflect inclusion, forgiveness, empathy, and justice.
- To educate pupils on how to recognise, prevent and respond to bullying.

DEFINITION OF BULLYING

The Anti-Bullying Alliance (often used by Primary School Alliances in England) defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be physical, verbal or psychological. It can happen face-to-face or online."

They break this down into four key elements:

1. **Hurtful** – behaviours that cause emotional or physical harm
2. **Repetition** – occurring several times over a period
3. **Power imbalance** – where one child has more power (e.g. strength, popularity, access to embarrassing information) than the other
4. **Intentional** – the hurt is deliberate

Types of Bullying

- **Physical:** pushing, kicking, hitting, biting, pinching, etc.
- **Verbal:** name-calling, sarcasm, threats, spreading rumours
- **Emotional/Psychological:** excluding others, ridicule, humiliation, manipulation
- **Sexual:** unwanted physical contact, inappropriate comments or exposure
- **Cyber:** online abuse through social media, texts, photos, gaming platforms
- **Indirect:** using others (e.g. to spread rumours, isolation)
- **Property** – theft or damage of belongings

Motivations may include:

- Race, religion, belief
- Gender or gender identity
- Sexual orientation
- Disability or SEN
- Appearance, health conditions
- Home circumstances or other vulnerabilities

No form of bullying is acceptable, and all incidents will be taken seriously.

PREVENTION AND EDUCATION

Our proactive approach to prevention includes:

- Weekly **PSHE and RSE lessons** addressing bullying and resilience
- **Collective Worship** and assemblies themed on Christian values and inclusion
- **Celebration of diversity** through curriculum and display
- Active **participation in national events** such as Anti-Bullying Week
- Empowering **pupils as upstanders** – including buddy systems and worry boxes
- Visible leadership roles such as **Team Captains, School Council, Playground Leaders**
- Opportunities for **pupil voice** in policy development
- **Staff modelling respectful language and behaviour**
- **Partnerships** with parents, carers, and local organisations

REPORTING BULLYING

Pupils are encouraged to:

- Speak to a trusted adult/ teacher
- Use worry boxes or peer support systems
- Support others in reporting concerns

Parents and carers should:

- Look out for signs of distress or behavioural changes
- Report concerns via phone, email, or in-person to any staff member

Staff responsibilities:

- All staff have a duty to be vigilant and report concerns
- Incidents are logged on **CPOMs**
- Class teachers are kept informed
- Serious incidents are escalated to **SLT or DSL**

RESPONDING TO INCIDENTS

When bullying is reported:

1. **Incident logged on CPOMs**
2. **SLT notified**
3. **Support plan** for the pupil being bullied
4. **Discussion with the pupil exhibiting bullying behaviour**, involving restorative and/or disciplinary approaches
5. **Parental involvement** for all parties
6. **External agencies** engaged if necessary (e.g. social services, police)
7. **Monitoring** and follow-up with regular reviews
8. Where required, **reasonable adjustments** are made for SEND pupils to ensure accessibility

PREJUDICE-BASED INCIDENTS & DEROGATORY LANGUAGE

All **prejudice-based incidents** and use of **derogatory language** are:

- Challenged immediately
- Logged on **CPOMs**
- Investigated and monitored
- Addressed in line with the Behaviour and Safeguarding policies

CYBERBULLYING AND BULLYING OUTSIDE SCHOOL

Bullying outside of school (including online):

- Will be addressed where it impacts pupil wellbeing
- Must be reported and investigated using the same procedures
- May involve cooperation with outside agencies

GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The use of AI to bully, impersonate, or harm others—such as through deepfakes, AI-generated hoaxes, or inappropriate chatbot content—is:

- Challenged immediately
- Logged on **CPOMs**
- Investigated and monitored
- Addressed in line with the Anti-Bullying, Behaviour, and Safeguarding policies

SUPPORT FOR VULNERABLE PUPILS

We recognise that some pupils – including those with **SEN**, **EAL**, or **social vulnerabilities** – may need:

- Enhanced reporting routes
- Differentiated resources or communication tools
- Additional adult support or mentoring

We are committed to **reasonable adjustments** to ensure all pupils feel heard, safe, and supported.

TRAINING

- All staff will receive training in line with our safeguarding procedures and policies
- Updates and refreshers provided as needed
- Pastoral staff may receive additional support

MONITORING AND EVALUATION

- Anti-bullying data is **reviewed termly** by SLT
- **Annual governor review** of trends and policy effectiveness
- **Pupil and parent feedback** inform updates and school action planning

LINKED POLICIES

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Policy
- SEND Policy