



St John's Stonefold CE Primary School, Rising Bridge

Whole School Policy Use of AI in schools	
Written By	P Burns
Date	June 2025
Approved by FGB	December 2025
Date of Review	September 2026

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly

(Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

Introduction

We at St. John's Stonefold C of E Primary School are committed to ensuring children learn in a caring and loving Christian environment in which all feel happy and secure.

Principles and Values

As a school, we take bullying and its impact seriously. Children and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

St John's Stonefold Primary school welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

St. John's Stonefold C.E. Primary School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

We value every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens.

However, where unacceptable behaviour occurs there are clear, fair and consistent strategies to follow- please also see our Behaviour Policy.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

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

In other words, bullying at St. John's' is considered to be,
“unacceptable behaviour which occurs **‘lots of times, on purpose’.**”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect: verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat Twitter, Whatsapp, Snapchat, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, iPad, games consoles.
Peer on peer abuse	Can include all of the above.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- Special Educational Need or Disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and online. It can take place in group activities and between families in the local community.

Child on Child abuse

Child on Child abuse is defined as abuse between children.

St John's Stonefold CE Primary School has a zero-tolerance approach to abuse, including child on child abuse.

St John's Stonefold CE Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com). Please see St John's' Stonefold CE Primary School Safeguarding policy for more information.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable; those coming from troubled families, with a disability or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Signs and Symptoms For Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should 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 (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- 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 and jumpy when a cyber message is received

- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. E.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the children will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, etc.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will be informed of any incidents recorded along with sanctions and reconciliation.

Prevention

At St. John's we use a variety of methods to support children in preventing and understanding the consequences of bullying through class worship, PSHE and Citizenship lessons, SMSC Curriculum, the school values, vision, motto and worship themes, along with focused national weeks like anti-bullying and Wear Yellow for mental health.

The ethos and working philosophy of St. John's means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded and demonstrated in our school rules and values.

- Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.
- Staff will reinforce expectations of behaviour as a regular theme in line with our school values and rules.
- Staff to follow the equality policy; supporting every child in our school.
- Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling name or teasing.
- Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate and through our PSHE curriculum, this may include:

- writing our school or class rules
- writing a personal pledge or promise against bullying
- signing their class bystanders pledge at the beginning of each year
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or during worship
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident using online CPOMS program.

In the case of racist bullying, this must be reported to the Headteacher immediately.

General incidences of bullying should be recorded on CPOMS as soon as possible and share with relevant staff, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded immediately and passed onto the SLT via CPOMS.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body.

Complaints

If you are unhappy or concerned with the way an incident has been handled, please let your child's class teacher know. If you are still unsatisfied then please make an appointment at the office to arrange a time to speak to the headteacher.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to attend a meeting to discuss the problem.
4. If necessary and appropriate, the Police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.
7. The child may be referred to the school's learning mentor to receive pastoral intervention support.

Do Not:

8. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
9. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Help Organisations

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.