

Rainow Primary School

Caring, Learning, Achieving.

Anti-Bullying Policy and Procedure

Member of staff responsible:
Date policy approved:
Date to be reviewed:

Headteacher
Autumn 2024
Autumn 2025

Rationale

We are an inclusive school, committed to promoting respect, fairness, social inclusion and these are the principles underlying our Anti-Bullying Policy and Procedure. We are committed to improving outcomes for our children and staff and to promoting positive relationships across the whole school community. We provide a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment.

This policy has been written with reference to the Equality Act 2010 and with due regard to the DfE advice, [‘Preventing and tackling bullying, Advice for Headteachers, Staff and Governing Bodies’](#), July 2017.

Statement of Intent / Our Aims

Rainow 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. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school’s position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

We will achieve our aims by:

- Meeting our legal requirement for all schools to have an anti-bullying policy in place.
- Working closely with other professional agencies to ensure that children stay safe.
- Ensuring all governors, teaching and non-teaching staff, pupils and parents / carers having an understanding of what bullying is.
- Ensuring all governors, teaching and non-teaching staff, pupils and parents / carers know what the school policy is on bullying.
- Supporting pupils, parents / carers and staff when bullying is reported.
- Employing whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PSHE lessons, circle time etc.) being used throughout the school to reduce opportunities for bullying to occur.

- Creating a positive, caring ethos within the school environment where everyone can work and express themselves free from fear of being bullied.

What is 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.

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”



(Remember S.T.O.P – it happens Several Times On Purpose).

It can be broken down further. The following list is not exhaustive:

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, whispering.
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, using weapons, punching or any other forms of violence, taking or hiding someone’s things.
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion.
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments.
- **Homophobic:** because of/or focusing on the issue of sexuality.
- **Other identity based:** Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

We also recognise that we must take note of bullying perpetrated outside school which spills over into the school. We will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

- **Cyber-bullying** is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones.
- The use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites.
- Using e-mail to message others.

- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums and during on-line gaming.

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Recognising Bullying

This is often difficult. Bullies do **not** come in standard sizes and are **not** stereotypes.

It can also be difficult to distinguish between the general 'rough-and-tumble' of school life and the persistent teasing or hurting that characterises bullying. Bullying may take place in 'secret' locations, areas that are difficult to supervise, or on the way to or from school. Bullying, however, is not necessarily kept secret from other pupils. Other pupils as witnesses may be just what the bully seeks. Bullies, both male and female usually have something in common:

- they tend to have assertive, aggressive attitudes over which they exercise little control;
- they tend to lack empathy, they cannot imagine what the victim feels;
- they tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

Anyone dealing with bullying cannot afford preconceptions, or they may not recognise bullying. There is no single pattern of bullying behaviour. Silence and secrecy undermine the power of the school.

Recognising Likely Victims

Bullies generally pick on vulnerable children, but it can be difficult to judge who this might be. The following are possibilities:

- children who are new to the school or class;
- children who are different in appearance, speech or background from others;
- children who suffer from low self-esteem;
- children who show definite reactions when bullied, e.g. tantrums, loss of control, distress;
- children who are more nervous or anxious.

The 'difference' in a victim may be apparent only to the bully, simply a justification of the bullying. The victim may look just like any other child, or may just be in the wrong place at the wrong time. Children may suffer in silence, but below is a list of possible symptoms.

Children may:

- be frightened of walking to or from school;
- be unwilling to come to school;
- begin doing poorly in their school work;
- arrive home regularly with clothes or books destroyed;
- arrive home hungry because snack money or packed lunch has been stolen;
- become withdrawn, start stammering;
- become distressed, stop eating;

- cry themselves to sleep;
- suffer nightmares;
- have unexplained scratches, bruises, cuts;
- 'lose' belongings;
- ask for, or begin stealing, money;
- 'lose' their pocket money;
- refuse to say what is wrong;
- give improbable excuses to explain any of the above.

It is also worth noting that bullies can come in multiples. Bullies may be demonstrating their power to their group, or may persuade the group to join in. This bullying by a group can be particularly difficult to deal with, although it is more likely to be visible, because more people are involved.

Having highlighted the problem of bullying and the difficulties in detecting and identifying it, how do we deal with it? Clearly, we cannot expect it to just 'go away'. Some action is called for, otherwise we appear to be condoning it. Bullying which is unchecked, or which we appear to condone by ignoring, affects not only those immediately involved but the school in general. The bully may come to believe that it is acceptable and the victim may come to think that they somehow deserve the treatment they are getting. After all, no one has done anything.

***To be seen to act is as important as taking action –
bullying thrives on secrecy and silence.***

Strategies for Prevention and Intervention.

We try to **(1) prevent bullying** and **(2) intervene** if we feel that bullying is taking place.

Nobody is completely expert in dealing with or preventing bullying, but we try to create a school environment which makes it clear that bullying behaviour is unacceptable. We endeavour to provide an atmosphere of acceptance and caring for others, where children learn to take account of the consequences of their actions, particularly on other children and to develop respect for other children's rights and belongings. This is done by making clear our positive expectations of how they should behave, by using opportunities that present themselves in class, through our curriculum, in assemblies, and in the playground.

1. Strategies for the Prevention and Reduction of Bullying

Whole school initiatives and proactive teaching strategies will be used to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class rules.
- Making national anti-bullying week a high-profile event each year.
- Raising awareness through anti-bullying assemblies.
- PHSE (Personal, Health & Social Education) / RSE (Relationships and Sex Education) and our 'No Outsiders' schemes of work, from Reception to Year 6, are used to educate children about positive relational behaviour and the issue of bullying.
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulty.
- Children being read stories about bullying.

- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Prominently displaying Anti-Bullying Code and Anti-Bullying posters – commercial and produced by the children - around the school. The main message being that we are a 'Telling School' and that all forms of bullying are unacceptable.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce positive and desirable behaviour.
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Undertaking questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the Anti-Bullying Policy.

Staff are alert to the possibility of the occurrence of bullying. They encourage children to discuss any such problems and listen sympathetically when they do. Indeed, children are positively encouraged to inform teachers if they feel that they are a victim of bullying.

Having earlier pointed out the difficulties and uncertainties involved in identifying bullying, there will be times when it will be necessary to take some action.

2. Strategies for Intervention When Bullying Occurs

What can children do if they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative. Generally, it is best to tell an adult they trust straight away.
- Tell themselves that they do not deserve to be bullied and that it is wrong.
- Try not to show the bully that they are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends / people. Bullies usually pick on individuals.
- Write down the problem and put it in the class worry / suggestion box.

What can children do if they know someone is being bullied?

- Take action. Watching and doing nothing looks as if they are on the side of the bully. This is sometimes known as silent approval and we will teach the children to avoid silently approving bullying situations.
- If they feel they cannot get involved, they should tell an adult immediately. Teachers will deal with the bully without getting them into trouble.

Strategies for **staff dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected / reported:

- The Headteacher, Deputy Head / DSL will be informed.
- A member of staff will be nominated to carry out an initial investigation.
- The member of staff will talk to and listen to the suspected victim, and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the alleged bully about what has happened and try to discover why they became involved. They will make it clear that bullying is not accepted at Rainow Primary School.

- The problem will be identified and possible solutions agreed.
- Suitable consequences and / or sanctions will be applied.
- Parents of the victim and the alleged bully will be informed on all matters identified as bullying.
- All incidents of repeated bullying will be recorded as such on CPOMS (our online system for monitoring safeguarding).

Possible action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground to ensure that the child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns in a playground log.
- Key friends identified by the child might be asked for extra support.
- The child might nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be consulted with and all actions shared.
- The SLT / SENCo and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills etc.
- The situation will be closely monitored by all staff with regular check-ins, to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded on CPOMS.

Action to be taken to support the bully:

- The type of support will depend on individual needs, age and maturity of the child.
- It will be made clear to the child how their behaviour is unacceptable and the negative impact it is having on the victim.
- Ideally, and where appropriate, the children involved will meet, with the support from their class teachers and / or trusted adults, to resolve the situation.
- The child may be asked what they hoped to gain by their behaviour. If their answer indicates that a need is not being met, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor choices and behaviour.
- Sanctions for behaviour may include the removal of breaks and / or lunchtimes. Parents will be informed which sanctions will be used.

If the behaviour persists, then, with the permission of parents, outside agency support may be requested to address the needs of the child. In extreme circumstances,

Role of Parents

Parents have an important part to play in supporting the school with anti-bullying.

We ask parents to:

- Look out for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

- Take an active role in your child's education. Enquire how their day has gone, who they have spent their time with etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Reassure your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning behaviour and bullying and make sure your child is not afraid to ask for help.

Our school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness or a victim of bullying. The Code is posted around school via age-appropriate posters and messages (see Appendix 3)

Anti-Bullying Code

If you see someone being bullied:

- DO NOT** rush over and take the bully on.
- DO** let a teacher or other staff member know.
- DO** try to be a friend to the person being bullied.
- DO NOT** be made to join in.
- DO** try to help the bully stop bullying.

If you are a victim of bullying:

- TELL** a teacher or another adult in school.
- TELL** your family.
- TELL** a friend if you are scared to tell someone by yourself.
- TELL** people until someone listens.
- DO NOT** blame yourself for what has happened.

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Related Policies

This Policy should be read in conjunction with:

- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Dignity at Work Policy and Procedure
- Exclusions Policy and Procedure
- e-Safety Policy
- SEND Policy
- Social Media Policy
- Staff Code of Conduct
- Whistleblowing Policy

Sources of further information, support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

[Anti-Bullying Alliance \(ABA\)](#)

[CEOP \(Child Exploitation and Online Protection\)](#)

[Childline](#)

[Kidscape](#)

[NSPCC](#)

[The Children's Legal Centre](#)

Appendix 1

Staff Procedure for Reporting and Responding to Bullying Incidents

Staff will respond calmly and consistently to all allegations and incidents of bullying. Incidents will be taken seriously by staff and dealt with impartially and promptly. All those involved with the incident will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Ensure the victim (s) is and feels safe.
- Report all bullying allegations and incidents to relevant adults. (a nominated adult, usually the class teacher, and / or the Headteacher will conduct a full investigation)
- Listen and speak to all children involved about the incident separately.
- Reinforce to the bully that their behaviour is unacceptable.
- Identify the problems and suggest possible solutions.
- The bully (bullies) is likely to be asked to apologise. Other consequences may take place and appropriate sanctions applied (see next section).
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- An attempt will be made, and support given, to help the bully (bullies) understand and change their behaviour.
- In cases of bullying, the incidents will be recorded by staff on CPOMS. The proforma for how to record incidents can be found in Appendix 2.
- Parents will be informed and invited to come into school for a meeting to discuss the issue.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If possible, the pupils will be reconciled.
- Bullying incidents will be discussed at staff meetings.
- If necessary and appropriate, the Designated Safeguarding Lead teacher, Social Services or the police will be consulted.

The following sanctions may be used:

- Apologise to the victim (s) verbally and/or in writing.
- Lose privileges.
- Lose playtimes (stay with class teacher, write apology or other suitable consequence).
- Parents may be invited in to school.
- The child is removed from class and work in isolation.
- The child reports in to the Headteacher or Deputy Headteacher on a regular basis.
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion.
- Permanent exclusion.

By taking the measures outlined above, we endeavour to deal actively and positively with any incidents of bullying which may occur in school. We are a telling school. There is no sure, certain or quick 'solution' to bullying but by encouraging children to speak out and by showing that we take it seriously, we help to create an atmosphere in which bullying cannot flourish.

Appendix 2

School Incident Report Sheet (to be used when completing CPOMS)

1. Name of pupil alleged to being bullied, class group and date

Name _____ Class _____ Date _____

2. Name(s) and class (es) of pupil (s) engaged in alleged bullying behaviour

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3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken and if appropriate dates of monitoring check(s)

Date of monitoring check(s):

10. Record of monitoring check(s)

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Date _____

Date submitted to Headteacher / Deputy Headteacher _____

