

Anti-bullying policy



Igniting a passion for learning in all; emboldening a community of high aspiration and fulfilment.

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

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1. Aims

At Rauceby Primary School, we aim to provide a supportive, caring environment which allows all our children to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our children to act safely, and feel safe, in and outside of school. We do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our children to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our children, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying has no place at Rauceby.

At Rauceby Primary School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

2. Legislation and guidance

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025)

This policy is available:

- Online on the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

3. Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Headteacher, Julia Waites, has overall responsibility for Anti-Bullying at our school. It is the responsibility of the Headteacher to:

- implement the Anti-bullying Policy, 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.
- to report to the governing board about the effectiveness of the anti-bullying policy.
- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- To ensure that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

- to set the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- to liaise with the Governing body, parents/carers, the academy trustees, Local Authority, and outside agencies when appropriate.
- to develop and review the policy (ensuring that children, staff, governors, and parents/carers have opportunities to contribute)
- to implement the policy and monitor/assess its effectiveness
- to manage the reporting and recording of bullying incidents
- to co-ordinate Anti-Bullying training and support for staff and parents/carers where appropriate
- to monitor the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) and Deputy (DDSL) in our school are: Julia Waites. Kim Singleton and Lura-Jayne Lill. Safeguarding is the responsibility of all, however all staff, parents/carers and children need to be aware of who to report to and how to report any safeguarding concerns.

4. The role of staff members

Staff induction materials include the Anti-Bullying Policy. The policy is available in full in the School Policy folder and on the school's website. The staff in school takes all forms of bullying seriously, and seek to prevent it from taking place. The school's values are continually referred to, in assemblies, PSHE, RE, restorative justice, circle time lessons and when dealing with any inappropriate behaviour in school, and are also displayed throughout the school. Through the PSHE curriculum and all other areas of the curriculum, including Anti-bullying week, all staff will support each pupil's learning about how to make and maintain friendships, and how to mend damaged friendships. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

Should incidents of bullying arise, teachers and support staff will record what has happened, who is involved and when, and follow the whole school agreed line of reporting on CPOMs to deal with these incidents. The class-teacher is informed and a member of the Senior Leadership Team (SLT)/ designated safeguarding lead and the Headteacher. Teachers and support staff do all they can to support the child who is being bullied and the child who is bullying, ensuring that parents/carers remain informed. Incidents of bullying are followed up repeatedly at SLT meetings, so senior staff can check that the bullying has not resumed over the following months.

5. The role of parents/carers

Parents/carers 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 who will follow the school's agreed procedure for dealing with issues of bullying. Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6. The role of children

Children are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know.

Y5 children are trained as Playground Leaders to work with the younger pupils and vulnerable children during lunchtime, leading activities and ensuring that all pupils are included. The School Council members from each class in Years 1 – 6 are responsible for passing on information about bullying to their own class and across the school. They are also valuable in reporting any incidents of bullying that they may observe or hear about in school and incidents involving pupils in the local community.

Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

7. Vulnerable groups

We are aware that in our school community there are a number of children who may be vulnerable to bullying because of a perceived difference by other members of the school community. These differences could be for a number of reasons: colour of skin, learning difficulties, disability, EAL or communication difficulties, social circumstances and gender. Our school gives children the opportunities to celebrate diversity, develop acceptance of different cultures and faiths and the different family units that may exist in our community, in order to support all children. It is the role of all members of staff to monitor the situation with these vulnerable children. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

Regular assemblies and PSHE sessions around anti-bullying, types of bullying (including cyber-bullying) and how to keep safe and identify issues take place throughout the year. Themes are closely related to our values here at Rauceby Primary School where we explore meanings and actions around expectations on behaviour and conduct.

8. What is Bullying?

It is important that the whole school community agrees what comprises bullying, physically and emotionally. Children's perception of bullying varies from child to child, dependent on their level of experiences in the school community.

At Rauceby Primary School Staff, parents/carers, children and governors of the school have this same shared understanding of what constitutes bullying.

We adopt the Anti-Bullying alliance definition of bullying as:

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

What kind of behaviour constitutes bullying behaviour?

Hitting, kicking, pushing and threatening.

- Nudging, whispering, sniggering, facial expressions, gestures.
- Making someone do something they don't want to do.
- Putting someone down (belittling or embarrassing or humiliating).
- Being domineering or controlling (bossy)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not.
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family.
- Making sexist or sexually abusive comments.
- Using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members.
- Online or cyber bullying e.g., posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones. Our e- safety curriculum will provide opportunities for children to learn about safe use of the internet and social media, such as FaceBook. will also enable parents to further support their child.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

What kind of behaviour is not bullying?

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation/event. Such incidents will be addressed using the restorative approach, where children are encouraged to settle misunderstandings or disagreements through discussion, leading to a mutual peaceful agreement. A shared understanding of what bullying means is vital and should be addressed through assemblies, PHSE, School Council and the consistent demonstration of our core values throughout every aspect of school life by all members of our school community.

- Occasional loss of temper.
- Hurting by accident.
- Teasing or having a joke which is received in good spirit.
- Falling in and out with friends.
- Minor disagreement
- Not being friends with someone, not inviting someone to your party.

Recognising Bullying

We recognise that when bullying takes place some or all of the following features may be present.

- It is constant, frequent or repetitive.
- It is deliberate.
- It is often accompanied by a threat not to tell.
- It is not always obvious who the bully is or might be.
- It is often focused on individual differences (colour, size, ability, home circumstances).
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing...)

- It is often subtle and not easily detected by adults who could respond.
- The bully is usually seen to be more powerful or empowered than the receiver (either by being stronger, bigger, older, and cleverer or by belonging to a majority group).

Above all, at Rauceby Primary School, we will define bullying by how a person who is bullied feels, rather than by what a bully does.

In our school the person who feels bullied will be called the receiver and the person who is bullying will be called the perpetrator. Both the receiver and the bully will need the support of the whole school community to resolve the situation and ensure that both parties feel included as valued members within our school community.

Children are encouraged to “support and report” (if you know someone has been bullied, support them, but also report the incident or knowledge to an adult).

9. Ways to try to prevent bullying

Restorative Justice: a peaceful solution to conflict

At Rauceby Primary School, we always seek a peaceful solution to all situations of conflict. Children are encouraged to find a peaceful solution to their issue through “talking” following a series of questions which will guide them to a friendly resolution, which is mutually acceptable to both parties.

Whilst restorative justice is just one aspect of anti-bullying, other preventative measures and strategies are used in all areas of learning across the curriculum in school. Through PSHE, children learn that we are all different and all differences are respected. Children develop a greater knowledge of what is bullying, identify different types of bullying and develop a better understanding of the effects of bullying for both the receiver and the bully. In Computing, children learn about e-safety and cyber bullying as part of their computing lessons across the curriculum, as well as being taught discreet lessons on e-safety and cyber bullying, when using a range of social media.

Taking action

All adults and children in our school are committed to both preventing and tackling bullying. Parents and children are encouraged to speak to any adult, class teacher or Headteacher. We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- Follow/ ask the Restorative Approaches questions,
- Gather as much information as possible straight away from the receiver and any possible witnesses. Ask for examples of cyber-bullying to be saved or screenshots to be taken.
- Report the incident to the class teacher(s) first, and then Headteacher.
- Ensure that an investigation begins on the day of the reporting of the incident wherever possible
- Use CPOMS to record exactly what has happened and make careful notes on each stage of the investigation.
- Make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive.

- Contact parents of the bully and the receiver in order to enlist their support.
- Advise parents of children who have demonstrated bullying behaviour online or experienced it to review security settings on technology used at home. If necessary, discuss age limits for different social media networks.
- Enlist peer support where appropriate to support the bullied child.
- Enlist the help of adults to support children who have experienced bullying online and are reluctant to attend school or visit public places in the school
- Explain the consequences of the incident(s) to all parties concerned and, when appropriate, the wider community
- Enlist the support of the police and ICT security expertise available to the school to talk to pupils involved in cyberbullying about the legal and technological implications of their actions (including how their actions can remain recorded in networks and accessible by search engines after the events)

Responding

In all cases of bullying behaviour we will:

- Show that there is a united response – this is one of strong disapproval (children and parents)
- Reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- Implement strategies to help this change
- Organise a Restorative Justice meeting to empower the receiver to say how they feel and what they need to positively move forward with the situation – only when both parties are ready.
- Involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)
- Register the bully on the school’s learning support register as having an emotional and behavioural difficulty and being in need of support.
- Use mentoring in school to support both the receiver and the bully.

When we know a child in school has been bullied we will:

- Respond quickly and praise the reporter
- Listen to and reassure the receiver
- Reaffirm, booster or repair their self-esteem.
- Demonstrate our support by taking the matter seriously.
- Negate what has been said or threatened
- Report the incident to the Headteacher
- Create a network of support by informing the child’s parents and class teacher(s).
- Teach or suggest ways the receiver might assert themselves in or respond to future incidents.
- Consider training or activities for the class/school (e.g. Circle Time, drama, books and collective worship)
- Report to the child’s parents and ask them to monitor and report

Bullying is not tolerated at Rauceby Primary School and, if a child or adult refuses to acknowledge their behaviour as bullying, or refuses to realise the necessity to change that behaviour, then further action will be taken.

10. Monitoring and Review

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- Ensure that the Headteacher or Assistant Headteachers always respond to phone calls or letters from parents concerning bullying behaviour
- Ensure that all playground supervisors report concerns to teachers for investigation.
- Ensure that all teaching and support staff are vigilant about responding to bullying
- Ensure that all staff are kept informed about reported incidents and appropriate follow up procedures.
- Give the Governing Body a regular report on the nature, scope and frequency of bullying incidents in our school in order to monitor and evaluate the effectiveness of this policy.

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually with input from pupils, parents/carers, governors and staff.

A copy of our Anti-Bullying Policy is available to all parents to read on our School website,

11. Appendix

Appendix A - Bullying: National Legislative and Policy Context

- The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.
- Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.
- Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-

bullying policy, whilst others include it in their behaviour policy. These measures must be communicated to all pupils, school staff and parents. The head teacher must follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.

- Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language.
- Schools have the powers to intervene in bullying incidents outside of the school ground including on home-to-school transport, in the community and online.
- Most bullying incidents are not crimes. But some types of bullying are illegal and should be reported to the police. This includes bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes.
- Some cyberbullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

Restorative Justice Approach- a peaceful means to solving conflict

As part of our restorative approach to seeking a peaceful solution to disagreements, children are encouraged to discuss these questions.

Restorative Conversations

- What happened?
- What were you thinking/feeling at the time?
- What do you think/feel about it now?
- Who else has been affected?
- What needs to happen to put things right?
- What are you going to do differently next time?

QUESTIONS for reporting incidents of bullying FOR CPOMS

- Name
- What happened?
- When did it happen? (Time and Date)
- Where has this happened?
- Did anyone witness the events?

- Outcomes
- Checked for earlier incidents involving same pupils
- Notified parents/carers
- Individual discussion with pupils involved
- Group discussion with pupils involved
- Notified class teacher;
- Medical treatment;
- Specific Support from staff

Advice to children

What to do if you are being bullied or know someone who is being bullied

- TELL US
- You will be listened to, you will be believed and we will try to do something about it. We might need to tell someone else but we will tell you what we are going to do first.
- Tell the person who is bullying you that you know they are a bully and that you are going to tell someone.
- Walk away if you can - do not run - do not argue.
- Keep with others - do not become isolated.
- Stay near adults.
- Keep away from "danger" areas
- All adults in school are here to listen. We are here to help.

Advice to parents

- To read our school policy document
- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be involved in bullying, should contact their child's class teacher or the Headteacher immediately.
- Parents have a responsibility to support our schools' anti-bullying policy and to actively encourage their child to be a positive member of our school.
- Make time to be with your children and to listen to them.
- Do not ignore your children if they say they are worried about school.
- Encourage your children to tell you what has been happening at school. (You may wish to report incidents to enable staff to investigate).
- Be vigilant for signs of distress shown by your children.
- Be a good listener - listen calmly but with interest, establish the full facts before giving advice, or reporting the incident.
- Bullying is never acceptable. Do not tell your child to "Just put up with it". Action needs to be taken to stop the bullying.

What we will do?

We are committed to working with all parents to ensure that every one of our pupils is safe and happy in school.

We will support you and take the following action:

- Meet with you as soon as possible to discuss the problem.
- Fully investigate the issues.
- Take appropriate action.
- Keep you informed.

What we will do together?

- Create an atmosphere of trust and self-worth both at school and at home.
- Communicate with each other regularly.
- Be aware of any signs that show your child may be unhappy.

Whenever you have any concerns about your child, contact your child's Class Teacher or the Headteacher.