



## Radley CE Primary School & Foundation Stage Unit

Jesus said, I come to give life - life in all its fullness

### Anti-Bullying Policy

#### Ethos

We are a welcoming Christian community, whose values of Relationships, Resilience and Respect underpin our behaviour to one another. It is a primary aim that every member of the school community feels valued and respected, and all are treated fairly and well. This Anti-Bullying Policy – which references the Church of England's 'Valuing All God's Children 2019' guidance - has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting an environment where everyone feels happy, safe and secure and can achieve their personal best.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we understand that we are all individuals, everybody has the right to feel safe, all of the time.

This policy is intrinsically linked with, and informed by other school policies, including the:

- Behaviour Policy
- Collective Worship Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Early Years Behaviours for Learning Policy
- Equality and Social Inclusion Policy
- Special Educational Needs Policy
- Relationship and Sex Education Policy
- Personal, Social and Health Education (PSHE) Policy

#### Definition

The Department for Education has issued guidance aiming to help schools understand their responsibilities in relation to bullying. The guidance offers a definition as follows:

*“Behaviour by an individual or group, **usually repeated over time**, that intentionally hurts another individual or group either physically or emotionally.”*

#### Types of bullying:

Bullying can be based on any of the following:

- Race
- Sexual orientation
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

- Related to another vulnerable group of people

### **Bullying behaviours can include:**

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carers**.

We acknowledge that some acts of bullying will constitute a criminal offence. In certain situations we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

### **Bullying outside the school grounds**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

*'Where bullying outside school is reported to school staff, it should be investigated and acted on.'*  
(DfE 'Preventing and Tackling Bullying' 2017, p.6)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours.

The Education and Inspections Act 2006 gives Headteachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)".

## School strategies to prevent and tackle bullying

- Our school vision, with its emphasis on the values of Relationships, Resilience and Respect is at the heart of everything we do, to ensure all are revered and respected as members of a community where all are known and loved by God. We strive to be inclusive in everything we do.
- We speak about the behaviour and not the child, as we believe labelling children as ‘bullies’ or ‘victims’ suggests fixed roles, rather than current behaviour. Rather than ‘victim’ a child will be described as being a target of bullying behaviour. Labelling behaviour as ‘bullying’ rather than the child, is one of the tools used to bring about change in that child’s behaviour.
- Pupils are continually involved in developing school-wide Anti-Bullying initiatives through the school council and Anti-Bullying surveys, participation in the Anti-Bullying Week each November and Internet Safety Day each February. A child friendly Anti-Bullying policy, through which all children have input through the Anti-Bullying ambassadors and school council is to be displayed in each classroom and re-visited during the year. We ensure that all children understand the Anti-Bullying policy and know how to report bullying.
- Our Personal, Social and Health Education (PSHE) and Relationships and Sex Education programmes of study include opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. It also includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying.

Through a variety of planned activities – including Circle Time and time across the curriculum - children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions, as well as providing regular opportunities to discuss issues that may arise in class, and for teachers to plan and implement specific interventions.

Stereotypes are challenged by staff and pupils across the school and children are given the opportunity to learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- RE lessons include opportunities for children to understand how we are all unique and that differences in thought and belief are to be respected.
- Our Computing programme of study includes opportunities for children to learn about the impact of cyberbullying; the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; that the same principles apply to online relationships as to face-to-face relationships including the importance of respect for others online including when we are anonymous.
- Collective worship themes include the importance of inclusivity, dignity and respect and, for example challenging of the use of derogatory language.
- We have high expectations of behaviour which we promote through our Behaviour Policy - the ‘Rights and Responsibilities’ section is displayed in every classroom (Appendix 1)
- Staff use restorative approaches provide support to those who may have been affected by conflict or bullying behaviours

- Difference and diversity are celebrated across the school through diverse displays, books and images, including our Anti-Bullying board
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.

### **Responding to bullying**

When a bullying incident has been seen to take place or has been reported the following takes place:

#### **Stage 1**

- Staff give support to any child who has been harmed (whether verbally or physically) and take necessary action to make sure they feel safe and reassured – with the child's consent, this may involve a restorative meeting that produces a written agreement between all children involved.
- Consequences are put in place for the child who has harmed another including, as appropriate, restorative practice (See Appendix 2) and support.
- Staff inform the Headteacher or Deputy Headteacher as appropriate and record the bullying in the Class Behaviour File to ensure a record is kept – this file is monitored half termly by the headteacher so any patterns of behaviour can be analysed
- Parents/carers of both the child who has bullied and the child who has been harmed are informed by the class teacher or headteacher
- The Headteacher, or Deputy Headteacher will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

#### **Stage 2**

Should a child continue to behave in a way that is hurtful to others, Stage 1 is repeated and the child causing harm treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion with time out of the playground at lunch / break time, and will be decided by the headteacher.

#### **Stage 3**

Should negative behaviours persist following Stage 2 interventions, or a one-off serious behaviour incident occur, the child causing harm will be placed on an Inclusion Support Plan (ISP) drawn up by the SENCo. In a meeting involving school, parents/carers and the child, the behaviours causing concern are acknowledged, possible triggers identified, and an action plan put in place. The ISP will be reviewed weekly with the class teacher.

For any child who has suffered harm, we will assess their needs and offer in-school welfare support.

## **Stage 4**

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child and will also refer to Oxfordshire County Council's Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

If a child reaches Stage 4, the school will also work with the parents/carers to initiate an Early Help Assessment (EHA) and / or Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. Progress against ISP goals will be reviewed as part of the TAF.

## **Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. The school's Designated Safeguarding Lead - Grace Slater - will report the concerns to the Local Authority children's social care and work with them to take appropriate action.

## **Special Educational Needs and Disabilities (SEND)**

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

## Reporting Bullying – Roles and Responsibilities

- **Children**

Children should report any incident of bullying or hurtful behaviour to any trusted adult within the school community. Children should never be bystanders to incidents of bullying, and should offer support to the victim and encourage them to report it. Pupil voice is central to the culture and ethos of our school and used in this case to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

- **Role of Parents and Carers**

Parents and carers also have a responsibility to look out for signs of bullying and, if they are aware of any bullying incidents, should support their child to report the bullying, or speak themselves with their child's class teacher, or the headteacher.

- **Teaching and non-teaching staff, visiting governors and regular volunteers**

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. We believe that the behaviour we walk past, is the behaviour we accept.

All adults should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of others' needs;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act and inform the child's class teacher without delay. All have a duty to challenge bullying, to be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

- **Anti-Bullying Lead**

The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying. In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at Radley Primary School. Our Anti-Bullying Lead is Helen McConaghy.

- **Headteacher**

It is the responsibility of the Headteacher to ensure the Anti-Bullying policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training in the implementation of the policy. Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Responding to Bullying' section. Indeed, every case will be unique.

## **Recording**

Incidents of bullying are recorded, and held in the class behaviour file. Incidents are analysed for patterns of behaviours as part of Senior Leadership meetings. Feedback is made available for governors via the headteacher's report.

## **Monitoring and Evaluation**

The headteacher is responsible for reporting to the Governing Body on how this policy is being upheld. The governors are responsible for monitoring the effectiveness of this policy. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy.

## **Governors**

The Governing Body have a duty to ensure the school have a policy in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such a policy

## **Local Authority Anti-Bullying Co-ordinator**

This role has been established within the local authority to:

- Work at a strategic level to develop a coordinated response to bullying
- Develop a system to monitor bullying and target intervention
- Promote the involvement of children, young people and parents
- Work with individual schools
- Provide information and disseminate good practice
- Identify and co-ordinate appropriate training for staff

The Local Authority Anti-Bullying Co-Ordinator is Clare Pike, who can be contacted on 01865 815639 or via email at [Clare.Pike@oxfordshire.gov.uk](mailto:Clare.Pike@oxfordshire.gov.uk)

For more information, go to Oxfordshire County Council's '[Help if your child is being bullied](#)' webpage.

Date of review: May 2021

Date of next review: May 2022

## Appendix 1 Rights and Responsibilities at Radley CE Primary School

### Rights and Responsibilities

We use the concepts of rights and responsibilities in making choices about all behaviour, believing these extend to all adults and children in our school community. Over-arching all the rights and responsibilities, is the need for all to be shown understanding and consideration by others.

#### Rights

- To feel safe
- To be listened to
- To learn
- To make mistakes

#### Responsibilities

- To think and act in a way that keeps us and others feeling safe
- To listen to and value the thoughts and feelings of everybody
- To be prepared for learning
- To enable others to learn
- To admit and put right our mistakes
- To ask for help and learn from our mistakes
- To allow others to make mistakes

In addition to these rights and responsibilities the following Golden Rules are endorsed:

Be respectful – walk and use quiet voices inside the school building; Be kind and treat others as you would like to be treated yourself; Be helpful – remember your manners; Be honest; Try your best

## Appendix 2 – Restorative Justice Practice

### Restorative Justice Practice

The five steps of Restorative Justice Practice followed when responding to a child who has harmed others (whether physically or verbally) are:

- **Step 1:** Tell the story - What has happened? Start from the beginning... What happened just before that?\*
- **Step 2:** Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?
- **Step 3:** Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
- **Step 4:** Needs – What do you need in order to find closure? What do you need to move forward?
- **Step 5:** What next? What do you think will make things better? What needs to happen?

\* Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, consequences etc.) and the class teacher and parents of all children involved, will be notified