



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

Raysfield Primary School

Anti-Bullying POLICY

Signed (Chair of Governors):	Name: Holly Magson	Date: 09.02.23
Signed (Head):	Name: Claire Hill	Date: 09.02.23
Ratified: by Full Governing Body 09.02.23		Next Review: February 2024

Policies, Procedures or Practices	Anti-Bullying Policy	Date	09.02.2023
EIA CARRIED OUT BY:	Claire Hill	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

ANTI – BULLYING

Policy

We wish to make it very clear that:

we regard bullying as unacceptable behaviour

Raysfield Primary is committed to creating a safe environment where young people feel looked after, safe and happy when they are at school. We encourage children to talk about their worries and to seek adult support when needed. We will help children by teaching them what child-on-child abuse is, what is bullying and what they can do if they feel like they (or someone else) are being abused or bullied.

WHAT IS BULLYING?

At Raysfield Primary School we use the NSPCC definition of bullying:

*Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home, or online. It's **repeated over a period of time** and can hurt a child both physically and emotionally.*

It can be:

- **Physical** – hitting, kicking, spitting, tripping someone up, or stealing/damaging someone's belongings.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, or constantly putting a person down.
- **Emotional/psychological** – excluding someone from a group, humiliation or creating a feeling of danger.
- **Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, or racially motivated violence.
- **Sexual** – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
- **Homophobic/ Transphobic** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, or homophobic/ transphobic violence.
- **Electronic** – bullying by text message, chats, sharing inappropriate pictures, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), or hate websites.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and **will not be tolerated at our school.**

ANTI-BULLYING MEASURES

At Raysfield Primary School we will help children by teaching them what bullying is and what they can do if they feel that they are being bullied. We aim to create a culture where mutual respect and high self-esteem combat bullying. This includes:

- Celebrating success e.g. Aim High assembly

- Creating a whole school ethos of mutual respect and responsibility through our relational approaches to managing behaviour.
- Using Class Dojo as a praise and reward system
- Explicit PSHE lessons which:
 - Teaches what child-on-child abuse and bullying is
 - Provides opportunities to identify, explore and express emotions
 - Addresses relationships e.g. positive and negative relationship
 - Promotes pupils' self-esteem
 - Celebrates diversity and equality
- Explicit E-Safety lessons to combat cyber-bullying
- Teaching of 21st Century skills to build personal skills e.g. independence, resilience and social skills
- Assemblies where children reflect upon key issues e.g. behaviour, respect, being assertive and children's rights.
- Intervention groups run by the nurture team
- CPD for staff on identifying and combating bullying (*including Keeping Children Safe in Education*)
- A dedicated Pastoral Lead

We ensure the teaching of equality, diversity and inclusion is embedded within the curriculum and that children are taught to respect the rights, needs, wishes and opinions of others. Wherever appropriate, the anti-bullying message is taught within the curriculum.



RESPONDING TO BULLYING

At Raysfield we do everything we can to prevent bullying, however there will be incidents which require action. The school will follow a consistent approach when investigating allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has taken place (as defined by this policy) or whether the issue is a one-off incident and needs to be dealt in-line with the Behaviour Policy. The incident will be recorded on our safeguarding system: CPOMS (as an alleged allegation in the first instance) and SLT alerted.
2. Once an incident of bullying has been established, a clear account of the incidents will be recorded and a member of the senior leadership team will support the member of staff in an attempt at a resolution where the 'bully/s' empathise with the feelings of the victim and agrees to immediately

alter their behaviour. This will be considered a 'stop' in the behaviours. Both parents will be informally informed at this point, usually by phone, to reassure that the matter has been resolved.

3. If further incidents occur, this will be investigated and the parents of both parties informed. Should conflicting reports of the incident be reported, the member of the senior leadership team will determine what has occurred on 'the balance of probabilities'. At this point, sanctions will be applied to the perpetrator/s.

Restorative Conversations and Interventions

Dealing with the results of bullying is more complex and each situation will require its own approach. Both the victim and the perpetrator/s may need additional support after the incidents.

At Raysfield, we recognise that restorative conversations and consequences are necessary when dealing with bullying however we also recognise that alternative responses and actions may be required. The reasoning behind this is clear:

- Instant punishments can be quickly forgotten and unkind behaviour does not stop
- Some bullies are already victims of violence at home
- Bullies may seek revenge on the victim
- Knowing that bullies will be punished may mean a continued reluctance on the part of other pupils to disclose
- Bullying is anti-social behaviour; often by troubled children with anxieties and worries. Increasing their anxiety and alienation is not a recipe for success

Alternative responses and actions – for both the victim and the perpetrator/s - may include:

- Interventions to explore the root causes of bullying behaviours
- Teaching strategies to deal with anger or frustration
- Teaching strategies of assertiveness
- Nurture interventions e.g. Zones of Regulation

CONCLUSION

With children, parents and staff working together to deal with bullying we hope that we will all have the same understanding of what bullying is and that any incidents will be infrequent and appropriately dealt with.

We consider this policy in conjunction with our Behaviour and Safeguarding policies.

Reviewed: February 2023