

Riverside Primary School

Where everyone matters and every day counts



Anti-Bullying Policy

Reviewed September 2023

Next review September 2024

1. Introduction

This policy is based on DfE guidance [Preventing and Tackling Bullying](#) and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education](#) and [Sexual violence and sexual harassment between children in schools and colleges](#) guidance.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour Policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

3. Definition of Bullying

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children.

Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Relational Conflict vs. Bullying

The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:

- Happens occasionally
- Accidental
- Equal Power
- Remorseful
- Effort to solve problem

Bullying:

- Repeated hurtful behaviour
- Deliberate
- Imbalance of power
- No remorse
- No effort to solve problem

ECC guidance defines bullying as any behaviour which is perceived by the targeted individual, or any other person, as intending to hurt, intimidate,

frighten, harm or exclude. It is persistent and an abuse of power, leaving the targeted individual feeling defenceless.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

4. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos at Riverside Primary School in which bullying is regarded as unacceptable.

We aim, as a school, to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

5. Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture

Bullying can take many forms and includes:

- **Physical bullying** - Examples of physical bullying include punching, kicking or hitting. It could also include damage to schoolwork or another person's belongings.
- **Emotional bullying** - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.
- **Verbal** - Verbal bullying will include name calling, put downs and may include sexual or racial comments.

- **Prejudiced based bullying** - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.
- **Cyberbullying** - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

Cyberbullying

The advent of cyberbullying through the internet and mobile phones adds a new and worrying dimension to the problem of bullying as there is no safe haven for the person being bullied.

Cyberbullying can follow young people into their private spaces outside of school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentified and unseen. The Headteacher and Governing Body treat cyberbullying as seriously as any other form of bullying and take all possible steps to ensure that all reported incidences of cyberbullying are dealt with.

Bullying Outside School Premises

The Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where it is able and practicable, the school will investigate and deal with any reports of bullying outside school premises.

6. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or a deputy will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - Inform the police if a criminal offence has been committed.

The school will provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

7. Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service providers
- Sanctioning, in line with school behaviour policy may take place, if deemed appropriate by school staff. This may include official warnings, detentions (known as reflections at Riverside), removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions which may be internal or external.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS)..

8. Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including "banter") which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- All issues are logged using our My Concern system and this is analysed every at least every term by the SLT in order to identify patterns of behaviour and put in preventative measures such as themed assemblies, PSHE lessons or bespoke to address any issues.
- Observe and use the annual anti-bullying week to promote positive relationships and how to tackle bullying
- Use our curriculum as a tool to promote positive relationships and valuing difference which includes (but is not limited to) our curriculum driver of Global Citizens and our subjects of RE, PSHCE and RSHE.

10. Recording and Analysis of Incidents

All members of staff record incidents as soon as possible after they happen using the online platform, 'My Concern.' Records are regularly analysed by the senior leadership team. Governors receive termly feedback on the number and nature of all incidents in the headteacher report.

11. The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in or outside this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient information and training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success (see Behaviour and Discipline and PSHE policies), 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.

12. The role of the teacher and support staff

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If teachers and support staff witness acts of bullying, they will either investigate themselves or refer it to the headteacher, deputy headteacher or assistant headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation between staff involved, the headteacher will inform the child's parents.

When teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who is identified as a perpetrator with an explanation as to why the action of the child was wrong, and advice on how to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Learning Mentor may become involved. This could involve setting up a specific behaviour support programme to support the bully, and sometimes, where appropriate, the victim. The child's parents may also be invited into

the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

All members of school staff routinely attend staff meetings which are designed to highlight the identification of bullying, and school policy and procedures with regard to behaviour management are discussed.

Teachers and support staff use a range of methods to help prevent bullying and establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle Time is used to praise, reward and celebrate the success of all children, and thus to help to create a positive atmosphere.

13. The role of parents/carers

Parents 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 or a deputy headteacher immediately. If they are not satisfied with the response, they should contact the headteacher.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

14. The role of pupils

Pupils are encouraged to tell anybody they trust immediately if they are being bullied, and if the bullying continues, they must keep on letting people know. The school has a range of methods for this communication, including worry boxes in classrooms and the use of an online reporting system which can be located on the [Children's Hub on our website](#).

Pupils are invited to share their views with us about a range of school issues, including bullying, through the School Council and other means, such as assemblies and consultations, throughout the year.

15. The role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from Riverside Primary School. This policy statement makes it very clear that the governing body does not allow bullying to take place in or outside our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of any strategies that have been implemented.

The governing body will immediately notify the headteacher of any request from a parent to investigate an incident of bullying. The governing body will ask the headteacher to conduct an investigation into the case and to report back to a representative of the governing body.

16. Monitoring and review

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

The governing body reviews this policy's effectiveness at least annually. They do this by discussion with the headteacher and looking at any records that have been kept. Governors analyse information with regard to gender, age, ethnic background and disability of all children involved in bullying.

17. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
[www.restorativejustice.org.uk/restorative-practice schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice:
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
 - DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub:
www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
 - A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW_Coalition-Schools-Guide.pdf
- Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related