



Ruardean C of E Primary School

Anti-Bullying Policy

Love of Learning - Love of Life - Love of One Another

Matthew ch22 v33-40

Policy Reviewed:	Annually
By:	Performance, Standards & Community Committee
Agreed:	04/12/2024
Next Review:	Autumn 2025
Policy Owner	Headteacher

Related Policies

- Behaviour
- SEND
- Single Equality
- Acceptable Use
- Safeguarding/Child Protection Policy and Offer of Early Help
- GCC/DfE Exclusions Guidance - [The Prevention and Management of Suspensions and Permanent Exclusions in Schools](#)

The aim of our anti-bullying policy here at Ruardean C of E Primary School is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

As stated in the school's vision we seek to create a caring Christian community in which children can begin to develop a sense of individual responsibility and understanding of citizenship. It is within this ethos that we promote our core values of hope, creativity, friendship, respect, responsibility, and perseverance.

A Definition

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying therefore, is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This policy covers all types of bullying such as homophobic, bi-sexual and transgender and, racist. The main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, homophobic or racist remarks)
- indirect (spreading rumours, excluding someone from social groups).
- Cyberbullying which is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a child. (This does not need to be repeated to constitute bullying ref: [Think You Know](#))

Types of cyber-bullying, including online-hate-crime are:

- Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities
- Outing: Sharing secrets about someone online including private information, pictures, and videos.
- Trickery: Tricking someone into revealing personal information then sharing it with others.
- Impersonation: Pretending to be someone else when sending or posting mean or false messages online.
- Harassment: Repeatedly sending malicious messages to someone online.
- Cyber-stalking: Continuously harassing and denigration, including threats of physical harm.
- Sexting: sharing sexually explicit images, text or passing on a sexualised image of any person under 18 is bullying. It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents, and pupils.

Implementation

At the school:

- If behaviour that meets the definition and criteria for bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be given to the headteacher.
- The headteacher will interview all concerned and will record the incident.
- An "Alleged Bullying Incident Log" will be kept - this will be recorded on our safeguarding software (myconcern).
- Parents will be kept informed.
- Measures in line with our behaviour policy will be used as appropriate and in consultation with all parties concerned.

Pupils:

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class Teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support
- Restoring self-esteem and confidence, including opportunities for restorative conversations when appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.

- Establishing the wrongdoing and need to change through restorative practice.
- Informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Missing playtimes or internal exclusion
- Exclusion from certain areas of school premises.
- Fixed-term suspension
- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Circle Time, anti-bullying week, worship, and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Other provision might include:

- Support from the Emotional Literacy Support Assistant (ELSA) or Family Support Worker (FSW)
- Circle time.
- Whole class or group restorative practice.
- School assemblies.
- School Council.
- Small social skills groups.
- The Buddy System.
- Pupil Voice.
- Talks and support from our PCSO.
- E-Safety work.

The success of this policy

The success of this policy will be judged according to:

- ✓ Positive responses to pupil questionnaires
- ✓ The total number of fixed-term and permanent exclusion
- ✓ The anecdotal comments of the school community
- ✓ Comments from children in school council and parent and staff evaluations