



**Radcliffe Hall**  
CE/Methodist Primary School

# Anti-Bullying Policy

Applicable to: Radcliffe Hall CE/ Methodist Primary School

Date Adopted: November 2023

Authorised : Headteacher

Review Period: Annually

Next Review: November 2024

Part of the



**The Sycamore  
Church of England  
Trust**

Grow together, Learn forever

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power, face to face or online.

If this is happening to you:

TELL, TELL, TELL – WE ARE A  
TELLING SCHOOL!

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 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. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” and DfE research into antibullying practices:  
[www.gov.uk/government/publications/approaches-to-preventingand-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventingand-tackling-bullying).

#### GENERAL POLICY STATEMENT

Radcliffe Hall Primary School have a zero-tolerance policy regarding any form of bullying. The policy has been formulated by discussion with all stakeholders, staff, pupils, parents and governors. Our policy will help prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to those children who use bullying behaviour that their behaviour is unacceptable and will not be tolerated.

#### DEFINITION OF BULLYING

“The Anti-Bullying Alliance (ABA) defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

#### FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

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):

- o Bullying related to race, religion, faith and belief and for those without faith
- o Bullying related to ethnicity, nationality or culture
- o Bullying related to Special Educational Needs or Disability (SEND)
- o Bullying related to sexual orientation (homophobic/biphobic bullying)
- o Gender based bullying, including transphobic bullying

### AIMS AND OBJECTIVES

- To create a consistent, positive school culture built on respect for all members of the school **community**.
- To implement an Anti-Bullying Policy that links with our Behaviour Policy
- To ensure all stakeholders understand the definition of bullying and when procedures will be implemented.
- To make clear what consequences the school has for bullying and the circumstances they will apply.
- To make all pupils aware that the school will not tolerate any form of bullying behaviour.
- To provide a support system in school for victims of bullying.
- To encourage pupils to talk to their parents or any member of the school staff if they are experiencing any form of bullying. (Five **Trusted** Adults)
- To raise awareness of such behaviour and its consequences in the curriculum.
- To encourage pupils to discuss issues relating to bullying in circle time.

### PROCEDURES

We report all bullying incidents to staff and incidents will be investigated, recorded confidentially by staff and stopped quickly. Parents will be informed and will be asked to come in to a meeting to discuss the incident. If necessary and appropriate, other agencies will be consulted.

#### 1. Who to Tell

- Children can report an incident of bullying to anyone in school from a friend to the headteacher. (Tell, Tell, Tell – We are a **TELLING** school!)
- Children are taught to have ‘5 **Trusted** Adults’ at all times that they can share any worries with.
- All reports of bullying will be reported to a member of the Senior Leadership Team.

#### 2. School Response 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 decisionmaking, as appropriate. □



□

The DSL will be informed of all bullying issues where there are safeguarding concerns.

- A member of leadership team will interview all parties involved.
- 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.
- Consequences 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.

### 3. Cyberbullying

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:
  - o Looking at use of the school systems;
  - o 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:
  - o 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.
  - o Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will 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.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - o Advising those targeted not to retaliate or reply;
  - o Providing advice on blocking or removing people from contact lists;
  - o Helping those involved to think carefully about what private information they may have in the public domain.

#### 4. 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 the inclusion team.
- Being advised to keep a record of the bullying as evidence and discuss how 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 Specialist Children's Services, or support through the CAMHS service.

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.
- Apologising to the person they have bullied.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour policy (see below)
- 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, Specialist Children's Services, or the CAMHS service.

Restorative Justice Procedures will be implemented between all children by a member of the pastoral team to ensure the bully takes responsibility, redirects and modifies their behaviour and the victim receives support and counselling where appropriate.

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## 5. Consequences

- Pupils involved may undertake one or more of the following (taken from the Behaviour Policy):
- Loss of Playtime
- Time away from the classroom (internal exclusion)
- Loss of privileges including playtime, representing the school (councils, sports, music etc.)
- Fixed term exclusion (length of period to suit the incident)
- Permanent exclusion (last resort)

## 6. Supporting Adults

- From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately.
- If children are experiencing problems with other children, parents must not take matters into their own hands. Parents' confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.
- 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.
- Parents affected will be supported by:
  - o When parents raise a concern that their child is being bullied, this concern is taken seriously and not dismissed without further enquiries being made. o Sometimes the school will not define the incident as bullying. This does not mean the incident is not investigated.
- Adults who have been bullied or affected will be supported by:
  - o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher. o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate. o 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.
  - o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. o Reassuring and offering appropriate support.

- o 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:
  - o Discussing incident with line manager or the headteacher to establish the concern. o Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
  - o If online, requesting that content be removed. o Instigating disciplinary action as appropriate or required.
  - o On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they sometimes approach other parents on the playground. Parents are asked to bring all concerns directly to the school as this can result in:
    - Inappropriate verbal exchanges in front of pupils
    - A breakdown in communication

## BULLYING

### 1. 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 (child on child 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.

### 2. Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

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Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### 3. Education and Training The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### 4. Involvement of pupils We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying: worry boxes, 5 trusted adults (WE ARE A TELLING SCHOOL!)
- Ensure that all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

5. Involvement and liaison with parents and carers We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## USEFUL LINKS AND SUPPORTING ORGANISATIONS

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)
- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis) □ DfE  
‘Cyberbullying: advice for headteachers and school staff’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)
- Barnardo’s LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Note: Additional links can be found in ‘Preventing and Tackling Bullying’ (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## MONITORING

- School will identify progress by including bullying on staff meetings, senior leadership meetings, governing board and pupil meeting agendas.
- School will ensure that the policy is high profile throughout the year and especially at the beginning of a new school year through assemblies and circle time.
- School will undertake an audit of ‘hot spots’ in the school, the grounds and in off-site facilities to identify areas and times where children feel vulnerable or at risk.

## EVALUATION

The Headteacher will use data from monitoring and feedback from staff, governors, pupils and parents, to review and update the policy at least once every school year. We would be seeking to ensure that:

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied or that they bully others
- More pupils say they would not join in bullying someone else
- More pupils would tell a member of staff if they were being bullied.

## LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

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

- Behaviour Policy
- Child Protection policy
- Safeguarding & Child Protection Policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum Policies, such as: PSHE

## LINKS WITH LEGISLATION

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 □ The Children Act 1989
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

RADCLIFFE HALL PRIMARY SCHOOL

ANTI-BULLYING POLICY REPORT FORM AB1  
ALLEGATION REPORT OF SERIOUS INCIDENTS

Date of Incident		Time of Incident	
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Names and Class of Children Involved:

Brief Summary of Allegation / Incident

Details of Action Taken		
Checked for earlier incidents involving same pupils	<input type="checkbox"/> / X	
Notified parents/carers		
Individual discussion with pupils involved		
Group discussion with pupils involved		
Notified class teacher		
Medical treatment		
Specific support from staff		
Follow up date set		

Brief Summary of Results of Investigation (including actions to be taken)

Consequences
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Other Relevant Information
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Report completed by		Signature	
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RADCLIFFE HALL PRIMARY SCHOOL

ANTI-BULLYING POLICY REPORT FORM AB2

FOLLOW UP RECORD

Date of Follow Up	
Planned Action Taken	
Outcome	

Bullying Stopped	YES	NO
Further Action Required		
Any Other Comments		
Signed by Member of Staff		
Signed by Headteacher		
Signed by Parent		
Date		

RADCLIFFE HALL PRIMARY SCHOOL

**ANTI-BULLYING POLICY LETTER TO PARENT/CARER AB3 (Add to letterhead)**

Dear Parent/Carer

Since you reported your concerns over bullying, we have been monitoring the effectiveness of the measures put in place to ensure that (insert child's name) feels safe in school, as discussed on (insert date). (Insert name) has reported that all is well and there have been no further incidents.

I am attaching two copies of the follow-up sheet questionnaire, one for your information and the other to be completed and returned to school for our records.

The case is now being moved from the 'active' folder and I would ask that you make us aware of any further problems. The measures in place will continue and we will obviously keep a particular eye on (insert name) to ensure that he/she remains happy and feels safe.

Yours sincerely

HEADTEACHER

RADCLIFFE HALL PRIMARY SCHOOL

ANTI-BULLYING POLICY FOLLOW UP QUESTIONNAIRE TO PARENT/CARER  
AB4

NAME:

SCHOOL VOICE

What action has been taken to resolve the problem and how effective has it been?

PUPIL VOICE

How well did we deal with the problem? How do you feel now?

PARENT VOICE

How satisfied are you with the way in which the situation has been dealt with?