

Dr Radcliffe's CE Primary

Anti-bullying Strategy



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Together We Achieve
Respect Truth Kindness

Our anti-bullying behaviour policy has been written to reflect the Vision and Values of our school.

THE VISION and VALUES
of
Dr. Radcliffe's Church of England Primary School

Our original Instrument of Governance is:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the church at parish and diocesan level. The school aims to serve the community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

VISION AND VALUES

Our Vision

At Dr Radcliffe's Church of England Primary School, we aim to create a community in which every individual can live 'Life in all its fullness' John 10 v10.

Our Values

Our Christian Values are Respect, Truth and Kindness. These are rooted in our ethos as a church school, recognising our Christian foundations, and can be seen throughout our attitudes and actions.

Respect

- We value others and their views, celebrating difference and diversity, building a welcoming, inclusive community where all can thrive.
- We value dialogue, listening to children, staff, families and the wider community, treating everybody with fairness and building positive relationships.
- From a foundation of respect and trust, pupils and adults build their skills in teamwork, collaborative thinking and leadership.

Truth

- Dr Radcliffe's is a school where everyone can be themselves.
- Pupils and adults thrive together, finding joy and curiosity in learning and exploring their hopes and aspirations.
- We celebrate the individuality of each person, encouraging them to flourish through developing academic, creative and physical skills. By delivering a broad and enriched curriculum and adapting teaching to each pupil, all are enabled to learn without limits.
- We aim to foster throughout our community personal spiritual growth, an inner strength and confidence, empowering all to contribute to a better, more caring, peaceful World.

Kindness

- Through kindness to themselves and to others, pupils are not afraid to make mistakes and learn from them, developing resilience and independence.
- We nurture each member of the community, caring for them holistically, supporting their physical and mental well-being.
- In thinking of others, both within and beyond the school community, kindness translates into positive actions. Pupils gain an understanding of inequalities in the wider World and are empowered to be agents of change for good.

At Dr Radcliffe's School and as a Church School, we aim to create an environment where the children in our care can thrive and develop according to their potential. We maintain a positive working atmosphere and a culture of mutual respect and support – these are reflected in our School Values: Respect, Truth and Kindness. We encourage the children to follow these aims & values in their interactions with each other and all members of the school community. We believe that kindness and care towards each other and to our staff should be a guiding principle at all times. To ensure the delivery of this vision Dr Radcliffe's School has adopted the following anti-bullying strategy.

ANTI- BULLYING POLICY STATEMENT

DEFINITION:

Bullying means that one child is deliberately using his or her power over another child to make them feel bad, unhappy or to lower their self-esteem. At Dr Radcliffe's we are committed to eradicating bullying in all its forms. We also recognise the detrimental and potentially devastating effect that being the subject of bullying can have on a child's self-worth, performance, attainment, enjoyment of school and future life.

It is important that we also recognise that bullying or what is deemed bullying can depend on the way the behaviour is perceived by the target. In other words what one child may perceive as bullying may not be perceived in the same way by another – the individual's feelings about the situation should form part of the judgement when dealing with accusations of bullying. We acknowledge that the nature of bullying is that it is often repetitive and may have occurred over an extended period of time. However, there are certain occasions, where a victim has felt very threatened or frightened by another child, where a 'one-off' incident could be regarded as bullying.

ADDITIONAL GUIDANCE:

We accept that children do not always get on together and will have likes and dislikes amongst their peers. It is important to encourage children to resolve their own differences in a reasonable and amicable way. When his/her peer group is not treating a child reasonably, then it is appropriate for teachers and supervisory staff to intervene. In some cases the unreasonable behaviour may be deemed bullying.

Bullying arises in all schools on some occasions. Parents should be aware that any complaints about bullying will be taken seriously. We will always follow up a complaint about behaviour that is seen to be bullying. Children should be aware that when bullying occurs it is **RIGHT TO TELL A TEACHER** and that action will be taken to protect the child who is being bullied and to deal with all children involved in bullying.

The school understands that bullying takes many forms which are detailed below. The school also recognises that bullying behaviour often does not fall neatly into one category. Cyber bullying, for example, often crosses the boundary between different categories.

School staff are trained through staff and department meetings, to spot the signs that children may be the subject of bullying behaviour (e.g. unusual changes in behaviour, becoming very withdrawn, fearful and tearful particularly at certain times of the day – e.g. playtimes / lunchtimes). ***Safeguarding and updates on children is a standing item on weekly staff meeting agendas and an opportunity for all staff to share their concerns about particular children.*** Support staff are given the same opportunity at regular TA meetings. As well as being able to spot the signs that a child is being bullied discussions would typically take place around how to support the victim of bullying. Consideration would also be given to working with the perpetrator to help them understand how to change their behaviour –

this would often involve the use of a restorative session between the two parties.

WHAT FORMS CAN BULLYING TAKE?

- Being physically attacked or threatened with a physical attack;
- Being called names in an unkind or discriminatory way including faith-based, racist, sexist, transphobic and homophobic name calling;
- Being bullied or being subjected to name calling on the basis of a Special Educational Need or disability;
- Being the subject of malicious rumours, notes or messages, including those generated online;
- Being consistently excluded from the rest of the peer group;
- Having property deliberately destroyed or hidden;
- Being victimised or intimidated in any way;
- Being the subject of persistent teasing.

BUT it is NOT bullying when two children of approximately the same age have an occasional disagreement or quarrel. Teachers and support staff work hard in PSHE sessions to help the children understand the distinction between these.

TYPES OF BULLYING

PREJUDICE RELATED BULLYING:

At Dr Radcliffe's we are committed to eradicating prejudice related bullying. Under the Equality Act 2010, the school is required to tackle prejudiced bullying in all its forms and to be mindful of the protected characteristics as laid-out under this law (see below). The school records all incidents of prejudice related bullying in accordance with the Act and Oxfordshire County Council / ODST guidelines. The school also understands and fully supports OFSTED's actions to investigate the systems for preventing prejudiced bullying including: homophobic, biphobic and transphobic bullying.

PROTECTED CHARACTERISTICS:

- Age;
- Gender;
- Gender Reassignment;
- Sexuality;
- Pregnancy;
- Race;
- Faith;
- Disability;
- Marriage / Civil Partnership.

CYBERBULLYING:

Cyberbullying is the use of Information & Communications Technology (ICT), particularly mobile phones, iPads, iTouches, other tablet devices and the internet to deliberately upset someone else by sending rude, prejudiced and /or discriminatory messages to another person. It includes messages

which are intended to hurt someone's feelings, isolate them from their peer group or lower their self-esteem. Cyber-bullying also includes posting offensive, embarrassing images or messages on social media sites which are designed to embarrass, offend or humiliate another person or group of people.

All staff at Dr Radcliffe's are responsible for monitoring and responding to issues of E-Safety and cyber bullying. Parents will be made aware of any issues arising and any sanctions which may be imposed. For example the school holds an annual internet safety meeting for the parents of KS2 children. We also acknowledge our duty of care to children who are subject to cyber-bullying which occurs off-site, particularly when this affects their emotional well-being and achievement or ability to reach their full potential.

As part of our Acceptable User Policy children are encouraged to be aware of the following:

- If they receive a rude or offensive message they must report it to a member of staff immediately. Not to pass on rude or offensive messages. To be aware that what may seem funny to them may not be funny to someone else or indeed could be interpreted as prejudiced or bullying in nature;
- If they see anything offensive or if they feel uncomfortable about anything, they must report it;
- Children are encouraged to consider their 'cyber footprint' when posting messages online and that although they may have been deleted from their personal devices there is always a record of their activity which can be accessed;
- If children are the subject of cyber bullying they are encouraged to keep a record of it for evidence;
- Staff cover the dangers of cyber-bullying through PSHE and circle time sessions in the class. It is important that children understand the potential dangers that they may be subject to online and that message they send or post on social media sites such as Facebook, Twitter and Instagram leave a 'cyber-footprint' which can be found at a later date;
- Children are made aware of ways agencies such as CEOP which they can contact if they feel they are being subject of cyber-bullying or inappropriate contact from another user;
- That cyber-bullying often involves prejudice and psychological elements.

PHYSICAL BULLYING:

Physical bullying is any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, spitting, fighting, and destroying property all are types of physical bullying. Physical bullying can also involve the use of rude or offensive hand gestures. Physical bullying is rarely the first form of bullying that a target will experience.

VERBAL BULLYING

Verbal bullying is saying or writing mean, unkind and spiteful things. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting and threatening to cause harm to the person or to their family.

PSYCHOLOGICAL BULLYING

Of all the forms of bullying psychological bullying may be the hardest to spot in school. Psychological bullying can have long-lasting effects and can go unnoticed for long periods. It involves intimidation but in a more subtle way than other forms of bullying. It may include, although not exclusively, organised campaigns of leaving someone out of social activities or not talking to them, passing notes, excluding children from games, staring or giving dirty looks or organising others to do the same. Children and adults may often find psychological bullying more difficult to identify and gathering evidence of psychological bullying can be difficult.

BULLYING OUTSIDE SCHOOL

Under the Education and Inspections Act 2006, the school recognises its duty of care to safeguard children from the dangers / effects of bullying off-site. Where a child is the subject of bullying

behaviour outside school and this is having an impact on the child in school, the Headteacher (or her representative) will take all necessary steps to help resolve the situation which may include contacting parents / carers and the police.

HOW ARE CHILDREN TAUGHT ABOUT BULLYING?

Children are taught about bullying through Circle Time and PSHE sessions. Different forms of bullying and how to spot them, are covered at an age appropriate level in all year groups. The content of the sessions varies according to the age of the children; for example, in Years 5 & 6 children are taught about the potential dangers of social-networking this would be less relevant for children in KS1.

As well as being taught how to recognise and identify the different forms of bullying children are encouraged to understand the difference between what is bullying and what is an occasional argument or disagreement with another child.

Children are taught about what to do if they feel they are being bullied and that it is ALWAYS right to tell an adult if they are worried about bullying. This would also include if they are worried about another child being the subject of bullying behaviour.

As part of the school's anti-bullying work specific issues such as HBT bullying are covered through the use of schemes such as CHiPS (Challenging Homophobia in Primary Schools). At certain times of year the school increases awareness of specific bullying issues through involvement in national events such as Anti-Bullying Week, Safer Internet Day, Black History Month and International Women's Day.

WHAT WILL HAPPEN IF MY CHILD IS BULLIED?

Once a child who is the victim of bullying behaviour has been identified, sanctions will be enforced in line with our behaviour policy and consistent with the nature of the incident and the impact on the victim. All incidents will be recorded and evidence kept. Bullying will never be tolerated. The following procedures will take place if a child is being bullied:

1. The class teacher will speak to the target of the bullying behaviour and reassure them that the bullying will not be tolerated and the school will do everything in their power to make sure that they are safe and secure.
2. The class teacher will follow up the bullying by talking to the perpetrator and explain to them why the behaviour is wrong and the impact it has had on the victim. This may also include carrying out a restorative justice session between the children uninvolved. This gives the victim the opportunity to explain the effect the behaviour has had on them and what they need to feel better and to move forward. The school will work with the perpetrator of the bullying to help them change their behaviour in future.
3. If the situation has been brought to attention of the school by parents or carers of the child then it is incumbent on the school to keep parents involved at all stages of the process. Where it is the school that has identified the bullying behaviour, parents should be informed at the earliest possible convenience. Where the school's approach to dealing with the bullying incident is not deemed to be effective the parents of both parties may be called in to meet face to face to resolve the situation.

It is vital that parents and carers are kept informed at all stages of the process – this includes giving regular updates on progress to resolving the situation following identification of a case of bullying.

4. Children who have used bullying behaviour will be sanctioned in line with the school's behaviour policy. Although the school favours positive strategies for managing behaviour, it recognises that in certain circumstances sanctions and appropriate punishment cannot be avoided; these should be proportionate to the severity of the bullying and the impact on the victim of the behaviour.

5. The teacher or member of staff will inform a member of the Senior Leadership and with the agreement of the parent or carer will share details of the bullying with staff as part of the normal safeguarding updates in staff meetings. This enables all staff to monitor the situation and ensure no further recurrence of the bullying.
6. All incidences of bullying are recorded on the appropriate form (see Appendix 1). A record of these incidents is kept by the Headteacher and held centrally. Prejudice-related incidents are also recorded on an official form (see App.1) this information forms part of the school's annual safeguarding return to the Oxfordshire Safeguarding Children Board (OSCB).
7. Following any incidence of bullying it is important that the Class Teacher and the school continue to monitor the situation very carefully to help ensure that there is no recurrence of the behaviour. Children can also be given an assigned adult / key person on the staff that they know they can turn to for advice and support or if they are worried that they are continuing to be the target of bullying.

NB – in line with the school's Behaviour Policy additional information on behaviour, which may also include incidents of a bullying nature (but deemed less serious) should be recorded on a behaviour form and kept by the class teacher.

Appendix 1: Form for reporting prejudiced related incidents and bullying or allegations of bullying (see below).

Appendix 2: Student / pupil friendly guidelines for dealing with bullying (available as a separate document & also accessible on the school website – see link below).

[Anti-Bullying Leaflet – Student Friendly](#)



Record for recording prejudice-related incidents and bullying or allegations of bullying:

Please record in sufficient detail to identify exact nature of prejudice or type of bullying in COMMENTS.

Reason for prejudice-related incident / bullying Additional Type:
(delete as appropriate)

Young carers, looked after children	<input type="checkbox"/>	Assault	<input type="checkbox"/>
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disabilities	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual,		Cyberbullying	<input type="checkbox"/>
incl. transgender phobia	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
Sexual Orientation (homophobia)	<input type="checkbox"/>	Excluding	<input type="checkbox"/>
Other (record in Comments , below)	<input type="checkbox"/>	Written derogatory comments, incl. graffiti	<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Other (record in Comments , below)	<input type="checkbox"/>

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Activity: (lesson where bullying took place, if relevant)

Bus

Classroom

Date of Incident / Timescale:

Dining Hall

Playground

To, or from, school

Time (if appropriate):

Outside school premises

Locality

Corridor

Toilet

Other (record in Comments)

Comments

Unresolved

Further intervention needed

Name of staff recording the incident:

Role:

Staff involved:

Role:

Pupils involved: Please State Role: (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Have you had contact with the target's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Have you had contact with the aggressor's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Are any other agencies involved? Yes No

If Yes, which agencies?

Does the incident require a multi-agency response? Yes No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed

Name

Details of any subsequent actions or follow-up