

Anti-Bullying Strategy

Dr Radcliffe's CofE Primary School

Our Vision: At Dr Radcliffe's CofE Primary School, our core values of **kindness, respect, and truth** underpin everything we do. This strategy ensures that bullying has no place in our school community.

1. What is Bullying?

Bullying is **repeated, intentional** behaviour involving an **imbalance of power** that makes it difficult for the victim to defend themselves. It includes:

- **Physical:** hitting, kicking, taking belongings
- **Verbal:** name-calling, insults, threats
- **Relational:** exclusion, spreading rumours
- **Cyberbullying:** hurtful messages, images, or comments online
- **Prejudice-based:** targeting protected characteristics (race, religion, gender, disability, sexual orientation, etc.)

2. Prevention: Building a Culture of Kindness

Classroom Management

Teaching and support staff set the tone for positive behaviour by:

- Creating stimulating, engaging learning environments
- Displaying classroom rules clearly
- Greeting pupils positively each morning and establishing clear routines
- Highlighting and promoting good behaviour through positive reinforcement
- Starting each day afresh
- Using de-escalation techniques for low-level disruption

Whole-School Proactive Strategies

Embedding Our Values

- Weekly values based awards in assembly
- PSHE curriculum covering friendship, empathy, diversity, and standing up to bullying

- RE lessons exploring how different faiths teach kindness and respect
- Literature exploring themes of bullying, difference, and courage
- Annual Anti-Bullying Week with activities and parent workshops

Peer Support

- Playground buddies (Year 5/6) supporting younger children
- Worry boxes, message areas in classrooms
- Regular circle time or discussion time for discussing feelings and concerns

Creating an Inclusive Environment

- Celebrating diversity through displays, books, and curriculum
- Structured play activities at lunchtimes
- Training for all lunchtime staff on spotting and responding to bullying
- Quiet spaces for emotional regulation

3. Reporting Bullying

Pupils Can:

- Tell any trusted adult (teacher, TA, play/sport leader, office staff, headteacher)
- Use the classroom worry box or message area
- Tell parents/carers to contact school

Parents/Carers Can:

- Speak to their child's class teacher
- Contact the school office
- Speak to a senior leader

Staff Must:

- Report immediately to the Designated Safeguarding Lead (DSL) if they believe the incident constitutes a child protection concern – where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm" – or if the incident could be a criminal offence or pose a serious threat to a member of the public
- Record the incident using CPOMS

- Inform the class teacher and phase leader

4. Investigation Process

Immediate Response (Same Day)

1. Listen carefully and take the concern seriously
2. Ensure immediate safety
3. Reassure the child
4. Record the initial report

Investigation (Within 2 School Days)

1. Speak separately to all involved (victim, alleged perpetrator, witnesses, supervising staff)
2. Consider context: Is this repeated behaviour? What's the power dynamic? Are there SEND/safeguarding factors?
3. Determine whether it is bullying or another behaviour issue
4. Consult with DSL if safeguarding concerns arise

Communication (Within 3 School Days)

- Inform all parents/carers involved
- Explain findings and actions
- Agree next steps and follow-up

5. Recording and Monitoring

Recording

All safeguarding concerns about a child should be recorded in writing. If we think an incident is a child protection concern, we will follow our safeguarding recording procedures to record it, as well as report it to the relevant agency.

We Record:

- Date, time, location
- Names of all involved
- Description of incident
- Type of bullying

- Action taken and outcomes

How: Using CPOMS our system for recording safeguarding and behaviour concerns

Analysis and Monitoring

The headteacher and DSL will:

- **Review incidents termly** to identify patterns, trends, and vulnerable groups
- **Report annually to governors** on numbers, types, actions, and impact
- **Use data** to inform whole-school approaches, training, and curriculum

The ODST Safeguarding Lead will inspect see our school's records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents. Ofsted will also look at these records during inspections.

6. Responding to Bullying

Sanctions

Responses will be **proportionate, consistent, and fair**, taking account of SEND and individual circumstances. Sanctions may include:

- Restorative conversations
- Loss of privileges (playtime, school trips)
- Internal exclusion from social times
- Letter/phone call home
- Behaviour contract
- Removal from classroom
- Fixed-term suspension for serious/persistent bullying
- Permanent exclusion in the most serious cases

All sanctions are applied in line with sections 7 and 8 of our behaviour policy.

Off-Site and Online Bullying

Our behaviour policy includes measures regulating pupil conduct when off school premises. We will respond to bullying that happens:

- On journeys to/from school

- At school-related activities
- Online or via mobile devices affecting the school community

Our Response:

- Investigate as we would on-site incidents
- Work with parents/carers on online safety and digital citizenship
- Report serious incidents to social media platforms
- Involve police if behaviour constitutes a criminal offence
- Maintain a **mobile phone-free environment** during the school day

7. Supporting Pupils

Pupils Who Have Been Bullied

- Listen, believe, and reassure
- Agree a safety plan
- Regular check-ins with class teacher/pastoral lead
- Peer buddy support
- Access to emotional support if needed e.g. check-ins, ELSA or drawing and talking interventions
- Referral to external agencies (CAMHS, Early Help) if appropriate
- Keep parents/carers informed

Pupils Who Have Bullied Others

We recognise that children who bully may be experiencing difficulties. We will:

- Help them understand the impact through restorative conversations
- Identify underlying causes (trauma, SEND, home circumstances)
- Provide support: emotional literacy, social skills groups, mentoring
- Set clear expectations for changed behaviour
- Work with parents/carers for consistent messages

Vulnerable Pupils

We proactively identify and support pupils vulnerable to bullying, including those with SEND, looked after children, those with protected characteristics, young carers, and new pupils through:

- Targeted support (social skills groups, lunchtime clubs, buddy systems)
- Staff vigilance and monitoring
- Inclusive curriculum celebrating diversity

8. Safeguarding Link

We recognise that changes in behaviour may indicate a pupil needs help or protection. We will consider whether behaviour (including bullying) may be linked to a child suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and consider pastoral support, early help intervention, or referral to children's social care.

9. Staff and Governor Training

Staff Training

- **Induction:** Overview of this strategy and reporting procedures
- **Annual safeguarding training:** Including bullying as child-on-child abuse
- **Anti-bullying specific training:** Types of bullying, responding to disclosures, restorative approaches, supporting vulnerable pupils, online safety, prejudice-based bullying

Specialist Training:

- DSL/deputies: Advanced safeguarding including child-on-child abuse
- Teachers, support staff and play supervisors: Spotting signs, managing playground incidents
- Senior leaders: Investigating allegations, working with parents, applying sanctions

Governor Training

- Overview of strategy and monitoring role
- Review termly bullying data
- Safeguarding training including child-on-child abuse
- Challenge and support school leaders on effectiveness

10. Monitoring and Review

This strategy will be:

- **Reviewed annually** by the headteacher and local governing board
- **Updated** in response to legislation changes, incident data analysis, stakeholder feedback, and Ofsted recommendations
- **Communicated** to all stakeholders following updates

Key Contacts

Internal:

- Headteacher: Lorraine Wood
- Designated Safeguarding Lead: Lorraine Wood
- Deputy DSLs: Sarah Goldsworthy and Becky Roberts

External Support:

- **Childline:** 0800 1111 | www.childline.org.uk
- **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk
- **NSPCC:** 0808 800 5000

This strategy reflects our commitment to truth, kindness, and respect. Together, we will ensure every child at Dr Radcliffe's CofE Primary School feels safe, valued, and able to thrive.