Endeavour
Multi-Academy Trust

ANTI-BULLYING POLICY

River View Primary & Nursery School

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Health and Safeguarding co-Ordinator.

DOCUMENT CONTROL	
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September 2025	V1.0	Scheduled Review
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Statement
At River View, we believe everyone has the right to feel safe to enjoy learning without fear. That is why we have all agreed that bullying is not acceptable. Our school is a place where every person has the right to be themselves and to be included. Everyone at our school is equal and treats each another with respect and kindness.

Aims and Objectives
Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Through our RICHER Values, we highlight how it is important to show respect and equality whilst being caring and helpful. We work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Our aims and objectives for this policy are:

- To reduce the number of bullying incidents in our school;
- To have an agreed course of action should an incident of bullying occur;
- To ensure our school community is aware of this policy and their rights and responsibilities regarding it;
- To provide a safe learning environment free of any threat or fear which will enable us to support the aspirations, achievement and welfare of everyone in our school community.

A definition of bullying behaviour
In order to help us all work together to prevent and deal with bullying in our school and to develop a common understanding of what bullying is, we have written our own definition. This is shared with staff, pupils and governors to ensure everyone has the same understanding of the term.

River View Primary Definition of Bullying

Bullying is hurtful, unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group that is meant to cause pain or upset. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

Physical - hitting, kicking, pushing, punching, forcing someone to do something they don't want to do, using inappropriate or unwanted physical contact towards someone...

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

Emotional/Psychological - excluding someone, teasing, telling nasty stories/lies and name-calling.

Attacking property – such as damaging, stealing or hiding someone's possessions.

Mental – comments about someone's religion, skin colour, gender, physical/mental ability, sexual orientation.

Online – such as using text, email or other social media to write or say hurtful things about someone.

Bullying is persistent and on-going rather than a one-off act of aggression. It can be conducted face-to-face or through others by spreading gossip and rumours or via the use of mobile phones and the internet.

Sexual - intentional hurtful behavior with a sexual or sexist element—such as name-calling or unwanted physical contact—used to target a child's gender, body, or perceived sexual status. Sharing of nudes or semi-nude images online.

Bullying can be based on any of the following things:

- **Race**
- **Religion or belief**
- **Culture or class**
- **Gender**
- **Sexual orientation**
- **Gender identity**
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to vulnerable groups of people – e.g. young carers.**

No form of bullying will be tolerated and all incidents will be taken seriously.

Links to other school policies
Relevant school's policies that link to anti-bullying are:
Behaviour policy; Equal opportunities policy; Online Safety policy; PSHE policy; Safeguarding policy; Child on Child Abuse policy; Special Educational Needs policy, KCSIE 2026, Suspension or Permanent Exclusion policy

The nature of bullying
The government's guidance to schools 'Preventing and Tackling Bullying' gives the following information about the nature of bullying:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying can take place between all members of the school community, which is pupils, staff, parents and governors. It can involve individuals or groups. It is important for everyone to be vigilant and be aware that particular groups of children may be more vulnerable than others i.e. children with special educational needs, children who are looked after, children from an ethnic minority background, GRT children.

<u>Online bullying</u>

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Online bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience as people forward on content at a click. It is important for young people to remember that there are offline consequences to online behaviour and that they should behave responsibly whilst online.

Children will learn in E-safety sessions within school about using the internet responsibly and they will identify the risks of having an online presence. It is also highlighted within these sessions the importance of being able to tell an adult they trust (parent/carer, teacher etc) about things that have happened online and what to do if they feel they are being bullied online. It is also important that parents discuss with children their online safety and put boundaries in place at home where appropriate so that children's internet access is supervised. This could be through privacy settings, parental controls and built in internet safety features.
Advice taken from 'Preventing and tackling bullying (DfE, 2017)

If there have been allegations of online abuse, school has the power to confiscate devices from children.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner, snack or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an online message is received

<u>Signs of online bullying</u>

- Being upset after using the internet or their mobile phone
- Unwilling to talk or secretive about their online activities and mobile phone use
- Spending much more or much less time texting, gaming or using social media
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet
- After texting or being online they may seem withdrawn, upset or outraged
- Not wanting to go to school and/or avoiding meeting friends and school mates
- Avoiding formerly enjoyable social situations
- Difficulty sleeping
- Low self-esteem

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Preventative measures

In order to prevent bullying, children at River View are taught during PSHE lessons about bullying behaviour – what it is, why it is unacceptable and what to do about it.

Pupils take part in ‘Anti-Bullying’ week each year, which focuses on different themes linked to different types of bullying. Children take part in different activities to discuss what bullying is, what to do if they feel they are being bullied and how to treat others with respect.

Stereotypes are challenged by staff and pupils across the school. Difference and diversity are celebrated through diverse displays, books and images, including debates and discussions during P4C lessons. The school values of equality and respect are embedded across the curriculum to ensure that River View is as inclusive as possible.

E-safety is also discussed throughout the year to ensure children understand how to be responsible online and what to do if they feel they are being bullied online.

Reporting concerns about bullying roles and responsibilities
STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, catering staff etc) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. Parents will be informed immediately if there is cause for a bullying incident form to be completed regarding their child whether they be the victim or the bully.

SENIOR STAFF: The Senior Leadership Team including the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour as outlined above. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report any incidents they feel are bullying behaviour, based on the school's definition, to the school either in person, or by phoning the school office. Parents can help by supporting and endorsing the anti-bullying policy.

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and if possible, help them to tell a trusted adult.

Reporting concerns about bullying – guidance for children

Pupils who are being bullied: If a pupil is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to an adult – their class teacher, LSA, lunchtime supervisor ect
- Tell an adult at home

Reporting concerns about bullying – guidance for staff

The procedures to follow are:

1. **If you are made aware by a child or witness an incident**:
    - Move closer to those involved and remove the victim from the situation.
    - Comfort the victim and reassure him/her that staff will help.
    - Complete a form to record an incident of suspected bullying.
    - Give the form to a member of SLT immediately after the incident has taken place.

2. **Parental Concern:**
    - Arrange a meeting to discuss with the parent.
    - Reassure the parent/victim that staff are there to help.
    - Complete a form to record an incident of suspected bullying.
    - Give the form to a member of SLT immediately after the incident has taken place.

3. **Procedures**
    - The bullying behaviour or threats must be investigated and the bullying stopped quickly. Incidents will be recorded on My Concern, our electronic safeguarding system.
    - In serious cases parents will be informed and a meeting will take place to discuss the problems.
    - If necessary and appropriate, police will be consulted.
    - An attempt will be made to help any bully or bullies change their behaviour.

4. **Outcomes**
    - The bully or bullies may be asked to genuinely apologise. Other consequences may take place.
    - In serious cases, exclusions may be considered.
    - If possible, the pupils will be reconciled.
    - After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Key points

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

Should an incident be deemed to be bullying the following guidance will be adhered to:

"Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves."

In addition, if an incident of bullying occurs outside the school premises:
"Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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."
Department for Education Advice: Preventing and Tackling Bullying (July 2017)

Parental involvement

Parents play a vital role by:

- stressing the importance of building good relationships with others;
- reporting any incidents they feel are bullying behaviour based on the schools definition;
- supporting and endorsing the anti-bullying policy.

Parents will be informed immediately if there is cause for a bullying incident form to be completed regarding their child whether they be the victim or the bully.

Safeguarding Children and Young people

The Department for Education Advice: Preventing and Tackling Bullying (2017) makes a clear link between safeguarding and bullying.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

HELP ORGANISATIONS:

Anti-Bullying Alliance (ABA)	www.anti-bullyingalliance.org.uk/
KIDSCAPE Parents Helpline	0300 102 4481/ 07496 682785 (Mon and Tues 9.30-2.30)
	WhatsApp: 07496 682785
	Email: parentsupport@kidscape.org.uk
Family Lives	0808 800 2222
	Email: askus@familylives.org.uk
Bullying Online (Family Lives)	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Date of last review: September 2026

Reviewed by: Mrs Katie Mousley