



Rydon Primary School

Anti-bullying Policy

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ANTI-BULLYING STATEMENT

As a Rights Respecting school, Rydon Primary School believes that all bullying behaviour is unacceptable. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for daily or residential purposes need to feel safe and secure from bullying.

Introduction

The Rydon Anti-Bullying Policy exists to support our aims and to ensure that pupils learn in an environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. This policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures but we also acknowledge that lower level issues are also not acceptable. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. The Rydon Anti-Bullying Policy is firmly in line with the aims of the Rydon Behaviour Policy. It has also been created in line with the Child Protection, SEND, and Equality Policies, alongside Devon guidance.

Aims

Rydon Primary School aims to provide a safe, caring, inclusive and happy environment where there is mutual respect, an emphasis on good manners and understanding across the school community. All members of the school community are encouraged to develop into responsible citizens. The school also aims to enable effective communication of the Anti-Bullying Policy to all stakeholders including pupils, parents and staff through a variety of methods:

- In school assemblies and school council meetings
- On the Rydon Primary School website (paper copies of the policy available upon request also)
- Through CPD for staff and pupils
- Through monthly newsletters
- At parent consultations
- Through the Rydon Primary curriculum

Developing effective anti-bullying practice is essential because it promotes:

Individual and collective wellbeing
Increased educational attainment
Good attendance
Positive behaviours
The school as a caring establishment
A safe, secure and happy environment
A consistent approach for all members of the school and wider community
Early intervention to support a change in patterns of behaviour
A coherent management strategy
Active citizenship by increasing participation of pupils, staff, and parent carers

Our Values

We believe all members of our school community should aspire to values we hold as a school. Bullying behaviour is incompatible with these values:

The Rydon Way

Resilience

Always try your best and challenge yourself in your learning

Teamwork

Treat others as you would like to be treated yourself

Respect

Always be polite and show good manners

Responsibility

Be a positive role model for others

WHAT IS BULLYING? - DEFINITIONS

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| Bullying | is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally |
| Physical Bullying | includes pushing, kicking, hitting, punching, spitting, taking or hiding someone's things |
| Relational Bullying | is any bullying behaviour or abuse using psychological and emotional methods, but not necessarily including direct physical attacks |
| Sexist/ Transgender/ Homophobic Bullying | is when bullying is motivated by a prejudice against another person who is LGBTQ+ |
| Racist Bullying | is a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status |
| Sexual Bullying | is any unwanted physical contact or sexist comments |
| Online/Cyber Bullying | is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else |
| SEND Bullying | is the deliberate bullying of any person because of a Special Educational Need or a disability that the target may have |
| Verbal Bullying | is when an individual uses verbal language (e.g. insults, teasing, etc.) repeatedly to gain power over their peers |

Rydon Primary School recognises that some groups of children may be more vulnerable to bullying (both the aggressors or the targets) at different stages throughout their school lives. Rydon is committed to working tirelessly to ensure that all children are protected from bullying by monitoring closely the children who fit these vulnerable groups.

WHAT BULLYING IS NOT:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional joke or trick is played on someone. It is bullying if it is done **Several Times On Purpose (STOP)**. We do acknowledge that this may refer to repeated incidents of a different nature too. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn skills around how to deal with these situations and develop social skills to repair them.

Where does bullying take place?

Bullying can take place anywhere – in the classroom, cloakroom, hall, playground and perhaps to, from and outside of school. Potential 'Hot-Spots' where bullying may occur are monitored closely. Schools are only legally responsible for bullying incidents which occur on school premises. However, we will endeavour to support families where bullying occurs outside of school premises and offer coping strategies and if necessary involve the local Community Police Officer.

Signs and symptoms of bullying:

A child may indicate, by different signs of behaviour, that he or she is being bullied. However, these can also indicate other safeguarding concerns or worries in a child's life. Nonetheless adults should be aware of the signs and investigate further if a child:

- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Begins to underperform at school
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Feels repeatedly ill in the morning
- Becomes aggressive, disruptive or unreasonable

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

We proactively harness our school ethos and values to teach friendship skills and to nurture empathy on a daily basis. We create and celebrate together opportunities for our pupils to make 'the right choices'. We also seek to encourage our pupils to exercise 'good will' i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable. Our school assemblies and our PSHE lessons provide a vehicle to reinforce our zero tolerance to bullying behaviour.

Children are encouraged to let adults know if they are feeling upset or worried, either by finding a trusted adult at school or at home. We recognise that talking about feelings, and having a language of feelings, is one of the cornerstones of emotional literacy and we include the modelling of such conversations in all our lessons, especially in PSHE. We use the curriculum whenever possible to reinforce the inclusive ethos and values of the school, and to help pupils to develop strategies to combat bullying-type behaviour. Below are some of the strategies and opportunities we provide:

- Developing the PSHE curriculum throughout the school to develop the five 'aspects': self-awareness, managing feelings, motivation, empathy and social skills as a basis for planning
- Online Safety taught through the Computing curriculum
- Involving the school community in writing and reviewing the policies
- 'Circle time' on bullying issues
- Assemblies (whole school and phase) at targeted times during the year and in response to arising issues
- Raising awareness of Bullying for all stakeholders during initiatives such as Anti-Bullying Week.
- Raising awareness of Bullying through the school website – links to published information
- Buddy system to support younger children.
- Establishing Online Safety rules and ensuring they are displayed
- Information leaflets/ Digital Parenting magazine
- Using drama activities and role play to help children become assertive in dealing with bullying situations.
- Promotion of a positive playground ethos supported by Diana Trust trained anti-bullying ambassadors
- Everyone in the school community to model appropriate behaviour to each other
- Providing Anti-Bullying training for all staff on a regular basis
- The use of restorative practices across the school to ensure empathetic proactive approaches
- To ensure the allocation of an Anti-Bullying and Behaviour Governor

RECORD KEEPING AND REPORTING

Any suspected or confirmed cases of bullying within the school community will be reported to the Head Teacher. The headteacher will report confirmed incidences to DCC. All incidents will be logged in an Anti-Bullying Log (CPOMs) and dealt with in line with this policy and the policies linked to this policy (see *links to other policies*).

Procedures at Rydon Primary School:

Rydon Primary School aims to deal with all reported incidents of bullying promptly. Pupils will be encouraged to report/discuss any behaviour they are not happy with.

In the first instance, teachers will try to deal with any incident in a supportive manner to avoid further distress. This may be:

- As face to face talks
- Taken as a theme in a class PSHE discussion if the bullied child is more at ease with this.
- Restorative practices to be employed to ensure an empathetic response.

Should other incidents or more serious incidents occur, the following procedure will be used progressively to address the problem by a member of the school teaching or leadership staff. This cross references with our Behaviour Policy.

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.

3. Formal involvement and possible exclusion of the aggressor. Outside Agencies such as the Devon Behaviour Support Team may be consulted in line with the Behaviour policy. This may include involvement from the police where an incident of bullying is of sexual or other serious nature in line with our Child Protection policy.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Target/s of bullying will be supported.
6. Attempts will be made to help the aggressor/s change their behaviour.

Desired outcomes of the above actions:

1. The aggressor/s will be asked to genuinely apologise. Additional consequences may take place in line with the school Behaviour Policy and Devon Exclusions Policy.
2. If possible, the pupils will be reconciled through conflict resolution and Restorative Justice practices to empower any targets.
3. Support plan to monitor the target and build up their confidence again.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying **does not** take place.
5. Interventions in place for the child demonstrating bullying type behaviour.
6. Parents of all parties involved will be informed of the actions and outcomes during a final formal meeting.

MONITORING AND EVALUATION

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Head Teacher and Governors will monitor bullying alongside the regular monitoring of behaviour generally (linked to the Behaviour policy).

LINKS TO OTHER POLICIES

This policy should be read and followed in conjunction with the following policies: Curriculum, Behaviour, Child Protection, SEN, Equalities, Responding to Parental Concerns and Health and Safety Policies.

RYDON PRIMARY SCHOOL ANTIBULLYING CHARTER (DRAFT)

For Rydon Primary pupils who experience bullying that:

They are heard.
They know how to report bullying and get help.
They are confident in the school's ability to deal with the bullying.
Steps are taken to help them feel safe again.
They are helped to rebuild confidence and resilience.
They know how they can get support from others.

For Rydon Primary pupils who engage in bullying behaviour:

Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
They learn how they can take steps to repair the harm they have caused.

For Rydon Primary School:

The whole school community is clear about the anti-bullying stance the school takes.
Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders and upstanders.
The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
Curriculum opportunities are used to address bullying.
Peer support systems are in place to prevent and respond to bullying.
The school has addressed site issues and promotes safe play areas.
All staff are aware, and model positive relationships.
The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.

For Rydon Primary Parents & Families:

They are clear that the school does not tolerate bullying.
They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the Complaints Procedure (found on the school website).
They have confidence that the school will take any complaint about bullying seriously and investigate/ resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.