

Policy & Procedure for Anti Bullying

Ravenbank School



Ratifying Committee: LGB Ravenbank

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Policy Objectives:

This policy has been designed to help the school to meet its statutory duties relating to safeguarding and welfare of children and is underpinned by the

- All governors, teaching and non-teaching staff, pupils, volunteers and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, volunteers and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated.

The development of this policy has involved due regard to the requirements of the Equality Act 2010

Executive Summary

We are committed to providing a caring, friendly and safe environment for all children so that they can thrive and learn in a relaxed and welcoming atmosphere. Bullying of any kind is unacceptable in our school and community. Should bullying occur, all children should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a person in authority.

This policy should be used in conjunction with the safeguarding policy. This policy has been developed in accordance with Section 175 of the 2002 Education Act, which places a duty on academies and governing bodies of schools to make arrangements to carry out their function to safeguard and promote the welfare of children. Addressing bullying is expressly mentioned as one of these functions.

The Ofsted School's Inspection Toolkit 2026 states that schools should be creating an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively.

The policy applies to all children, staff, volunteers and visitors to the school. The policy has specific implications for:

- The Local Governing Board (LGB)
- The Headteacher.
- All staff members
- Parents
- Staff should ensure they are familiar with the anti-bullying policy and that they understand and use it.

Compliance with this policy will be monitored by termly analysis of anti-bullying logs. Outcomes of such monitoring will be reported to the Local Governing Body. This Policy should be read in conjunction with:

- LGB Terms of Reference
- Behaviour Policy
- Equality Policy
- SEN Policy
- School Prospectus
- Staff Handbook
- Safeguarding Policy

Introduction

This policy has been designed to help the school to meet its statutory duties relating to safeguarding and welfare of children and is underpinned by the Living Well in Warrington plan. The implementation of this policy will be endorsed by the whole school community, The Beam Trust, Warrington Children's Services and partner agencies to help ensure that ALL children and adults know that bullying of any kind is unacceptable in our school and community.

Scope

The policy applies to all children, staff, volunteers and visitors to the school. The policy has specific implications for:

- The Local Governing Body (LGB)
- The Headteacher.
- All staff members
- Parents

Principles:

We are committed to providing a caring, friendly and safe environment for all children so that they can thrive and learn in a relaxed and welcoming atmosphere. Bullying of any kind is unacceptable in our school and community. Should bullying occur, all children should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a person in authority.

The outcomes of the defined standards of this policy will be:

- All governors, teaching and non-teaching staff, pupils, volunteers and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils, volunteers and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

The Policy Standards

Overview of bullying

Why is it important to respond to bullying?

Bullying hurts! No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Everyone has a responsibility to respond promptly and effectively to issues of bullying.

What is bullying?

Bullying is the use of aggression with the intent of hurting another person, usually repeated over a period of time. Bullying results in pain and distress to the victim and, if not recognised or resolved, can lead to abuse. As a school we use 'STOP' which is an abbreviation for 'Several Times on Purpose.'

There are two types- emotional and physical. Examples of bullying can include these:

- Emotional- being unfriendly, excluding, tormenting, using threatening gestures
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- using racial taunts, graffiti, gestures
- Gender and sexual- making unwanted physical homophobic, biphobic or transphobic contact, sexual harassment or sexually abusive comments because of, or focussing on, the issue of sexuality
- Verbal- name calling, sarcasm, spreading rumours, teasing

- Disability related- name-calling, using gestures, tormenting, threatening, because of, or focussing on, the issue of disability or special need
- Cyber- all areas of the internet, such as email and social media misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

Signs and Symptoms

No single sign will indicate for certain that a child's being bullied, but staff should watch out for a change in a child's usual behaviour. The NSPCC lists these as common signs a child may be being bullied:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- a change in how they are doing at school, including a dip in grades or not handing homework in
- asking for, or stealing, money (to give to whoever's bullying them)
- a change in behaviour, including being nervous, losing confidence, or becoming distressed and withdrawn
- a change in eating or sleeping habits
- bullying others.

How the school is proactive to reduce bullying

As a school we can be proactive and reduce the chances of any child being bullied. As a school we will:

- Hold regular assemblies and class PSHE times where children learn what bullying is and what to do if you or someone you know is being bullied.
- Ensure children know it is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need.
- Gender stereotypes should be avoided when it comes to tackling bullying. Anyone can be capable of bullying behaviour, and it has a serious impact on both boys and girls.
- Children will be supported to speak out if they or someone they know is being bullied. We make it clear how pupils can report bullying. If a child says they are being bullied – staff take what they say seriously and ask them what they want to happen.
- We acknowledge that bullying happens and create a talking culture in school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour and so we take time to find out who else is involved.
- We make sure our Anti-Bullying Policy is regularly promoted and reviewed with all staff.
- We challenge all forms of offensive or discriminatory language e,g homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words.
- We take time to talk to pupils about what it feels like to be in our school, whether there are any bullying hot spots – and if there is anything we could do differently to stop bullying

The behaviour of bystanders

Children may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children may also be apprehensive that they will not receive the support of peers and teachers. We make explicit the vital role of bystanders in helping to eliminate bullying.

School's response to reports of alleged bullying

- A bullying incident is reported to a member of staff.
- Stage 1: Class teacher or other appropriate adult will investigate and record the statements of all children involved, including any witnesses. Parents will be informed of the outcome of this investigation.
- If the investigation finds evidence of bullying, support will be given to the victim and they will participate fully in decisions made about them and help to formulate appropriate actions. Every effort will be made to help the bully (bullies) change their behaviour. A discussion about whether or not an IBP (Individual Plan for Behaviour) is needed to support the perpetrator will be discussed at

this point. (Please see Behaviour Policy). The situation will be monitored and recorded on our safeguarding system. Parents will be informed of any on-going work with their child.

- Stage 2: If the bullying persists, a senior leader will work with the bully and the bullying victim and their respective parents. The response at this stage will be dependent on the situation and the ages of the children involved.
- Stage 3: In serious or persistent cases the Headteacher will ask parents and children to attend a meeting to discuss the problem.
- Stage 4: If appropriate, the police or other external agencies will be consulted.

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that often, children who bully, need help and support and that there is a duty to ensure that they receive it. Understanding why they have engaged in bullying behaviour and knowing how to respond differently, in similar situations, will reduce the risk of repeated behaviour. If a child's behaviour is part of their disability, diagnosis or need, then a careful support plan should be implemented which specifies how inappropriate behaviours are to be handled, if this is appropriate (see Behaviour Policy). Pupil's additional needs are always acknowledged and understood when dealing with behavioural incidents and appropriate and reasonable adjustments to the management of their behaviours are made so as to prevent harm to any child.

When bullying outside school is reported to school staff, it will be investigated and acted on in line with the procedures above. This can relate to any bullying incidents occurring anywhere off the school premises, such as on a school trip, outside the local shops, or in a town or village centre. The headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Information for parents

If your child has been bullied:

- Calmly ask your child about it and keep questions open-ended
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to a teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing. When talking to teachers about bullying:
 - (i) Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
 - (ii) Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
 - (iii) Make a note of what action the school intends to take.
 - (iv) Ask if there is anything you can do to help your child or the school.
 - (v) Stay in touch with the school – let them know if things improve as well as if problems continue.

If you think your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to meet a senior teacher or Headteacher, keeping a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen.
- Contact local or national parent support groups for advice.

If your child has been accused of bullying:

- Talk to your child calmly about the behaviour you've noticed, or others have told you about and keep questions open-ended i.e. 'What happened?'
- When talking, remember to name and label the behaviour and not the person. This can help children recognise that they can change their approach toward others, for example - saying 'when you keep excluding your sister from your game it really hurts her feelings and makes her feel bad' helps children focus on behaviour that they can change, but saying 'you are mean for not letting your sister play' labels children and their identity.
- Encourage your child to think about how they were feeling at the time or what they were thinking. They may be feeling pressured to act like this or may have low self-esteem themselves. This may help to understand their needs and how they can be supported.

Record Keeping

The school will keep a record of all known incidents of bullying. These will be kept on CPOMS, the school's electronic safeguarding database. The Headteacher provides the governors with anonymised logs of bullying behaviour once per term. All behaviour logs are confidential.

Duties

The Local Governing Body (LGB) will:

The governing body supports all staff in attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately and immediately. The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy every three years. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors at least once per year about the effectiveness of school anti-bullying strategies.

The Headteacher:

All alleged incidents of bullying that do not improve following the class teacher's intervention must be reported to the Headteacher. It is the responsibility of the Headteacher to ensure that all staff (both teaching and non-teaching) are aware of the school's anti-bullying policy and know how to deal with incidents of bullying. The Headteacher with support from staff ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher and staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and what the consequences might be.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher and staff set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Teachers/School Staff:

All staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. All staff keep their own written records (via CPOMS) of all incidents that happen involving pupils within their class or that they are aware of in the school. All confirmed incidents of bullying which do not improve following class teacher intervention must be reported to the Headteacher. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Sanctions are implemented appropriately.

Monitoring compliance and effectiveness of the policy

The headteacher will monitor all safeguarding records on a termly basis to review systems and procedures. Regular training will be given to all staff to ensure compliance to the policy standards. The headteacher will report to the Governing Board on a termly basis the number of bullying allegations and the outcomes of each case.

Reference documents

- Education Act 2002
- The Children's Act 2017
- [Preventing and tackling bullying \(DfE 2017\)](#)
- The Child Exploitation and Online Protection Centre ([CEOP](#)) maintains a website for children and young people, and parents and carers about staying safe online
- [How can I help my child if they are being bullied? | NSPCC](#)
- [Cyberbullying: advice to Headteachers and School Staff \(DfE 2014\)](#)
- [Advice for Parents & Carers on Cyberbullying \(DfE 2014\)](#)
- [Ofsted School Inspection Handbook 2024](#)
- [Health and Wellbeing Strategy 2024-28 Summary | warrington.gov.uk](#)
- [How to Stop Bullying Others: 7 Practical Tips - Ditch the Label](#)
- Keeping Children Safe in Education (DfE 2025)
- Special Educational Needs and Disability (SEND) Code of Practice



Bullying behaviour is when someone is nasty or hurts you, on purpose, again and again.

Several Times

The person does it more than once over more than one day.



On Purpose

The person is doing on purpose to hurt another person.

S

Start

T

Telling

O

Other

P

People

Let's



bullying together!

