



Anti-bullying Policy



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Approved by:	Full Governing Body

Riverview exists to love, challenge and inspire children and adults within a Christian community

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Anti Bullying Policy at Riverview CofE Primary and Nursery School VA

A positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

At Riverview CofE Primary and Nursery School, we believe that bullying is not acceptable in any form or in any context.

The policy should be read alongside the following documents:

- Anti-bullying 'Menu of Support' for Surrey Schools
- Surrey Guidance on Anti-Bullying
- Prevent Guidance
- Safer Surrey
- PSHE and Citizenship curriculum
- RSE guidance
- Model safeguarding
- Drug and alcohol awareness
- Healthy schools
- Equalities Act
- Index for Inclusion
- Preventing and Tackling Bullying (DfE 2017)

Introduction

At Riverview CofE Primary and Nursery School we aim to provide a safe, loving and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. The school is founded on these Christian foundations.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007).

At Riverview, the definition of bullying is the NSPCC's definition:

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Verbal abuse: • name-calling • saying nasty things to or about a child or their family.	Physical abuse: • hitting a child • pushing a child • physical assault.
Emotional abuse: • making threats • undermining a child • excluding a child from a friendship group or activities.	Cyberbullying/online bullying: • excluding a child from online games, activities or friendship groups • sending threatening, upsetting or abusive messages • creating and sharing embarrassing or malicious images or videos • 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games • voting for or against someone in an abusive poll • setting up hate sites or groups about a particular child • creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying).
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Principles that underpin the policy

For 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 bullying, and feel happy and comfortable with any plans that are put in place.
- 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 pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- School is aware of other circumstances and situations that may be influencing the child's behaviour.

For schools:

- 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.
- 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.
- That inclusive values are promoted and underpin behaviours and school ethos.

For Parents / Carers:

- 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.

- 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.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Pupils (Pupil survey)
- Parents (Parent survey)
- Staff (ongoing through weekly staff meetings)

Pupils contribute to the development of the policy through the:

- School Council
- Lunchtime monitors
- Surveys/questionnaires
- Circle time discussions
- PSHE lessons
- Assemblies

Pupil voice e.g. School Council will develop a student friendly version of the main policy. This will be displayed around the school, be on Google Classroom, school website and be given to all new pupils on arrival.

Parents/Carers will be encouraged to contribute by:

- online surveys
- parent meetings
- Parent focus groups producing a shorter parent's guide.

How policy sits in line with the school Behaviour Policy

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Mrs Mercy Atkins

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

It is 'good practice' to have a nominated Governor with the responsibility for Anti-bullying (This sits within the Safeguarding role) Name of Governor: Tracy Pearson.

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2015) and "Keeping Children Safe in School" (2016).

Definition of Bullying

DofE definition of bullying from 'Preventing and Tackling Bullying' (October 2014).

"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 or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines **bullying** as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014).

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances (comments related to who children live with/use of banter to describe home life)

- sexist or sexual bullying (inappropriate touching/sexualised banter/sexualised name calling).

Bullying can be:

- **Physical**, e.g. kicking, hitting, taking and damaging belongings
- **Verbal**, e.g. name calling, taunting, threats, offensive remarks
- **Relational**, e.g. spreading nasty stories, gossiping, excluding from social groups
- **Cyber**, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Bullying can take place between: young people; young people and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role. At Riverview, children who could be vulnerable to bullying are:

- Children new to the school who do not settle straightaway
- Those not in established friendships
- Muslim children

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and emailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. These roles are

explored and discussed through PHSE lessons. The roles are explained and children are taught how to deal with bullying if they find themselves in one of these roles.

Why are some children, young people and adults, more vulnerable to becoming bullies?

- family background
- social deprivation
- trauma/loss in the family
- domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves
- **cultural causes of bullying**
- **institutional causes**
- **social issues**
- **family issues**
- **gender**
- **the bully's personal history**
- **having power**
- the bully has been bullied before
- the bully is lonely
- the bully is jealous
- the bully is part of a pack
- the bully sees You as being different

Developing and promoting Resilience and Emotional Well being

This is what we do at Riverview CofE Primary and Nursery School:

- Restorative Approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes (PHSE Association)
- Pastoral systems (ELSA, Family Support Worker, key workers for individual children)
- Healthy Schools
- TAMHS
- CAMHS
- Nurture provision
- Restorative Approaches
- Index for inclusion
- Safer Surrey
- ELSA support
- Boxall Profile

- Social skills groups
- Peer mentors/buddies
- Community Links (Ewell Family Centre)
- Parent support groups and training e.g. Parenting Puzzle, Parent forums

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Riverview CofE Primary and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Restorative Approaches
- Involvement in Healthy Schools
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (run by CAMHS annually)
- PSHE/Citizenship
- Circle Time
- Assemblies – school led and outside agencies/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety (online safety teaching once a term)
- Student voice
- Parent groups/extended schools
- Peer mentoring
- Playground Buddying
- ELSA support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- Counselling and/or Mediation schemes
- Annual safety map (Hot spots)
- School schemes to celebrate success: My Happy Mind / Nurture Principles

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Detail the systems of reporting for:

- Children and young people in school:
 - talking to any member of staff
 - 1-2-1 with class teacher / key adult
 - talking to our Family Support Worker / ELSA
 - PSHE lessons
 - Circle of friends
 - adult or peer mentor
- Parents/carers: talking to a member of staff (face-to-face, email, phone call)

- All staff and visitors: talking to any member of staff
- Bystanders: talking to any member of staff

How to contact us	Details	Who will respond and when?
via email	info@riverview.surrey.sch.uk	Headteacher / FSW on the same day
via telephone	0208 3371245	Headteacher / FSW on the same day
On the school gate	Members of SLT /Family Support Worker/ Office team are available at the beginning and end of the day	Headteacher / FSW / SLT on the same day

What do staff do in their classes to promote positive behaviours?	• Build strong relationships • High focus on praise and catching children being good • Golden Time awarded at the end of the week for keeping the Golden Rules • Learning behaviour chart • Golden Rules referenced and used in class • School values
What does the school do to educate and empower pupils to 'be heard'?	• 1-2-1 time class teacher / key adult • Circle Time • Thoughtful box • All staff trained using Nurture approaches/ restorative strategies
What does the school do to promote a proactive approach to enabling ALL pupils to be able to talk and share, and to find an appropriate way to communicate/disclose any bullying behaviours?	• We are a listening school where all staff know the importance of the child's voice • Children are reminded of all the listening strategies at the start of each term • Weekly Circle Time

Procedures

At Riverview CofE Primary and Nursery School we have developed a consistent approach to recording and monitoring bullying incidents in the school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

Outline of the steps the school will take:

- Interviewing all parties and recording information
- Talking to peers within the class or other classes
- Talking to staff – lunchtime team/ class teachers/ support staff
- Review CCTV footage in and around the school
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour Policy and school consequences and how these may be applied including what actions may be taken if bullying persists:
 - Clear specific reminder of expected behaviours
 - In KS2 a yellow warning is given for breaking the Golden Rules. The child's initials will be recorded on the board under the yellow card column. Teachers monitor the child and as soon as he/she makes a good choice, the initials are removed
 - If the child breaks the Golden Rule while they have a yellow warning it is deemed to be a deliberate wrong choice. The yellow warning will be turned to a red and the child will lose 5 minutes of Golden Time. This will be recorded under the red card column on the board in class. This is recorded on a class sheet to track loss of Golden Time
 - **If the behaviour continues the child will be sent to 'triage' with designated key worker (appendix 2)**
 - If the behaviour continues the child will be sent to Assistant Headteachers/EYFS Leader (if these senior leaders are teaching in class, the child can be sent to one of these classes)
 - If the behaviour continues the child will be sent to the headteacher
 - If a child loses all 30 minutes of Golden Time, they complete a contract with the class teacher to earn back half of their Golden Time
 - Parents informed/meetings arranged in cases of persistent mis-behaviour
 - Behaviour logged on CPOMS to identify patterns in behaviour
 - Internal exclusion
 - Fixed term exclusion
 - Liaison with external agencies
 - Permanent exclusion
- Responses and support may vary dependent on the type of bullying – (emotional may need counselling/ ELSA support. Online bullying may need parenting support on setting up systems on devices or at home)
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation, parents/carers
- Support for **ALL** involved in the bullying incident (buddying/Circle Time/1-2-1 with class teacher/key adult/Assemblies/Split break/lunch)
- Contacting outside agencies for support (e.g. Surrey STIP teams/EP team)
- Contacting the Police (see D of E Guidance on Criminal Law re: Hate Crime) or DSL
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure which can be found here:

<https://www.riverview.surrey.sch.uk/page/?title=Policies%2C+Safeguarding+%26amp%3B+Travel+Plan&pid=66>.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator (Mrs Mercy Atkins - Headteacher).

Bullying is recorded on our electronic system (CPOMS).

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. The data is reviewed termly by the Headteacher and Governing Body.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Policy review date: Annually September 2026

Appendices and Reference Documents and Related Policy/Guidance

- National Documents
- Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)
- School documents: e.g. CPOMS - Behaviour Incident Form; Reflection (Feelings, Thoughts, Behaviours); Behaviour Support Log; Child friendly Policy; Parent friendly policy