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RAF BENSON COMMUNITY PRIMARY SCHOOL

POLICY DOCUMENT

Anti-Bullying

Policy has been adopted/reviewed by Governing Body:	
Signed: R Irwin	Date: January 2026
Chair of Governors	

Introduction

The RAF Benson Community Primary School is committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell an adult in school and that adult is expected to take action.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team and DSL.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our School Code of Conduct and the School's Vision and Values.

Aims

It is the responsibility of the Headteacher, supported by the leadership team and governing board, to ensure that all members of the school community work within a safe and enabling environment.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

What is Bullying?

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHCE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

At RAF Benson Primary School we teach the children that bullying is STOP:

**Several
Times
On
Purpose**

This allows everyone to distinguish between a one-off bullying type act of unkindness and an actual case of bullying.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to children or staff of the school.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child-on-Child abuse** - any abusive behaviour that involves sexual harassment/abuse/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing
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Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated.

At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved.

As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

Why children may bully

We recognise the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Staff are trained to be aware of these possible signs and will 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
- 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
- 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 person who is bullying)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- 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 a cyber message is received
- Becomes withdrawn and is reluctant to say why
- Reduces their educational attainment
- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

How incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly. Children can report it to any member of staff in the knowledge that it will be taken seriously and dealt with effectively.

Process of investigation

1. Parents should report the bullying incident to staff as soon as possible where an investigation will take place.
2. Member of staff leading the investigation to discuss the outcome with the Headteacher and a CPOM entry will be logged
3. Following investigation, member of staff to report back to parent

4. If bullying is the outcome the Headteacher will call a meeting with the child and parents involved to end the bullying quickly and to deal with the bullying in a way that will make the child feel safe
5. If necessary and appropriate, police will be consulted by the Headteacher

Outcome and follow up

1. The bully (bullies) may be asked to genuinely apologise. Other consequences or sanctions may take place (see below).
2. In serious cases, exclusion will be considered.
3. The bullied child will be monitored by our Pastoral Support Officer. This may be through observations or through informal meetings or through any of the strategies below.
4. If possible, the children will be reconciled and attend sessions with our Pastoral Support Officer.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. If appropriate and further incidents indicate the need, a Team Around the Family is set up for either child to give further support.

Alongside sanctions we may use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. These sanctions may include, but are not limited to:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Official warning to cease
- Exclusion from certain areas of school premises
- Minor fixed-term suspension
- Major fixed term suspension
- Permanent exclusion

Involving Parents

It is essential to involve parents when bullying has taken place, either in person or via mobile communication and social networking sites. The most effective emphasis in meetings with parents is on joint problem solving. The aim of the meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the victim.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHCE lessons, pupils are given regular

opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

Monitoring

This policy is reviewed by the School Council and Governing Body every three years, or sooner if legislation changes.

The monitoring of the effectiveness of the policy will be undertaken in a variety of ways including:

- Termly review of the effectiveness of interventions via SLT meetings
- Annual school questionnaires to parents and children
- School Council Review
- Review of Personal, Social, Health and Cultural Education (PSHCE) assessments
- Parental Self Evaluation Questionnaires
- Pupil Evaluations/Questionnaires

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>
- **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational