RAVENSCOTE JUNIOR SCHOOL

ANTI- BULLYING POLICY

(Including Cyberbullying, Prejudice-based, Discriminatory Bullying and Child-on-Child Abuse)

2026 - 2027

Date of Approval		**Date of Review**	
November 2026		**November 2027**	
Signed	Amy Wells **Headteacher**	**Signed**	Emily Gibson **Chair of Governors**



Ravenscote Junior School
Anti-Bullying Policy

Objectives

Ravenscote Junior School's Positive Behaviour Policy is firmly established and understood by the whole school community. The ethos of the school, as reflected in the Vision Statement and our Positive Behaviour Policy, incorporates measures that we hope will prevent bullying. However, all the members of our community recognise that bullying can still occur and when it does, we aim to:

- Provide a secure environment in which incidents can be reported confidently.
- Ensure the child who has been bullied is made to feel safe.
- Demonstrate to all children that bullying is taken seriously.
- Ensure that all staff respond calmly and consistently to incidents of bullying.
- Protect and support all parties while the issues are resolved.
- Ensure the person/people responsible for the bullying behaviours, and any other children who have colluded in bullying behaviours, behave in a more kind and acceptable way.
- Ensure that bullying and other harmful behaviour between children is recognised as part of the school's wider safeguarding responsibilities.
- Ensure that the child's voice, wishes, feelings and individual circumstances are considered when responding to bullying.
- Ensure that appropriate support is provided to children who experience bullying, children who exhibit bullying behaviour and children who witness or are affected by bullying.
- Monitor interventions and follow-up appropriately at individual, group and whole-school level.
- Use information and patterns of incidents to identify emerging risks, vulnerable groups or locations and to inform preventative action.

Definition

Bullying is behaviour by an individual or group, several times on purpose, that intentionally hurts another individual or group, either emotionally or physically, often when it is difficult for the person or group being bullied to defend themselves. Bullying can take many forms including emotional, physical, racist, sexual, religious, homophobic, verbal or online.

Conversely, bullying is **not:**

- A falling out between friends after a quarrel or disagreement
- A one-off incident of unkind behaviour, although a one-off incident may still require an appropriate response.
- An accidental or unintentional action.

However, individual incidents will always be considered in context. A one-off incident may be treated as a safeguarding or behaviour concern where the nature or severity of the behaviour warrants this.

Child-on-child abuse

Children can abuse other children. This is known as child-on-child abuse and can take many forms, including bullying, cyberbullying, physical abuse, sexual violence and sexual harassment, harmful sexual behaviour, discriminatory behaviour, racist abuse, initiation or hazing-type violence and other harmful behaviour. Child-on-child abuse can happen in school, outside school and online.

Not all incidents of child-on-child abuse will meet the school's definition of bullying. All concerns will nevertheless be taken seriously and responded to in accordance with the school's safeguarding and behaviour procedures.



Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school's Child Protection Policy and safeguarding procedures will be followed.

Legal Context

As an academy, we must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils, as set out in DfE guidance on preventing and tackling bullying https://www.gov.uk/government/publications/preventing-bullying

The Equality Act 2010 places a Public Sector Equality Duty on schools. Under it, we are required to 'have due regard to the need to':

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

The Children Act 1989 states that 'a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal Law: although bullying in itself is not a specific offence, in the UK some types of harassing or threatening behaviour could be e.g. under the **Malicious Communications Act 1988,** it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

Preventing Bullying
The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where children are able to develop self-respect and self-control.
- To help children acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and appreciation of all.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage children to work together and participate fully in the life of the school and the community.
- To make children aware of the types of bullying which exist through the formal subjects on the curriculum, including English, PSHE and RAW, as well as presentations available by outside companies and by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. In addition, all children have a copy of the Child-Friendly Anti-Bullying Policy in their handbook, which was designed by the Wellbeing Ambassadors (appendix 1).
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- To teach children to live out of school values: Respect, Responsibility, Teamwork, Honesty, Excellence and Happiness.
- To teach children how to keep themselves and others safe and happy, and actions to take if ever this isn't the case.
- To teach children about positive and healthy relationships, as well as negative and unhealthy relationships – including how to identify these and actions to take to safeguard themselves.
- To teach children about the difference between conflict, disagreement, unkind behaviour, bullying and abuse, and to help them understand how and when to seek help.



- To teach children about the safe and respectful use of technology and online communication, including how to report and respond to cyberbullying.
- To teach children about prejudice, discrimination and stereotypes and the importance of challenging discriminatory language and behaviour.
- To engage in additional curriculum opportunities. ~~such as Odd Socks Day and Anti-Bullying Week~~.
- To foster an environment in which children feel confident to speak out to trusted adults, for example Designated Safeguarding Leads and Wellbeing Adults.
- To communicate to the whole-school community that bullying is never acceptable and that all reports of bullying will be taken seriously and responded to.

Dealing with Bullying Behaviour & those affected

The re-active strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff. This report would be passed to a member of staff as quickly and discreetly as possible.
- Children will be encouraged to report concerns to any trusted adult. They do not need to be certain that behaviour meets the school's definition of bullying before reporting it.
- Staff receiving a concern will listen, reassure the child and report/record the concern in accordance with the school's safeguarding and behaviour procedures.
- Staff will not promise confidentiality where a safeguarding concern may need to be shared.
- All incidents identified as bullying will be recorded in accordance with the school's behaviour and recording procedures. Where the incident raises a safeguarding concern, involves child-on-child abuse, or indicates that a child may be at risk of harm, it will be reported promptly to the DSL or a member of the safeguarding team.
- The class teachers will meet with all children involved separately. If there is thought to be a merit in discussing the incidents with them together, then this will also be done. The details of these meetings will be recorded on CPOMS.
- Incidents of bullying will be recorded on CPOMS. Records should be factual, objective and sufficiently detailed to identify the nature of the behaviour, those involved, actions taken, the child's voice where appropriate, parental communication, safeguarding considerations and any follow-up required. Records will be used to identify patterns, repeat incidents and emerging risks.
- The school will provide appropriate support for the affected child – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- Depending on the nature, frequency and severity of the bullying incident, a member of the Senior Leadership Team will decide on an appropriate course of action in accordance with the school's Positive Behaviour Policy.
- Restorative work may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher, and a member of the Senior Leadership Team bringing together a small group of the affected child's friends to talk about how they can help, restorative questions will be used here, in line with the Positive Behaviour Policy. This group may also include the child who has demonstrated bullying behaviour, however a child who has experienced bullying will not be expected to participate in restorative work with the child responsible for the behaviour where this may cause further distress, intimidation or harm.
- The school will agree an appropriate period of monitoring and follow-up based on the nature, severity and frequency of the behaviour and the needs of the children involved. Monitoring will continue for as long as necessary to ensure that the child feels safe and that the behaviour has stopped.
- If necessary, a member of the Senior Leadership Team will seek further support from the school Governing Body and in severe cases the Governors may take further action in accordance with Government regulations.
- Where appropriate, the school may seek advice from or involve external agencies, including Children's Services, the police, health professionals, the local safeguarding partnership or other specialist services. Information will be shared in accordance with safeguarding and information-sharing



requirements.

- The Headteacher will report to the Local Advisory Committee at appropriate intervals on bullying and discriminatory incidents, including relevant patterns, trends, actions taken and the impact of preventative strategies. Reports will not identify individual children.

Working with Parents
It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. The school will work in partnership with parents/carers to understand concerns, agree appropriate support and review the effectiveness of actions taken. Information about other children will remain confidential. The Senior Leadership Team will be made aware of the problem and the proposed strategies. If the situation becomes very difficult, where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

Types of Bullying - **bullying can be:**

1. **Physical bullying** – pushing, kicking, hitting, punching or other physical behaviour intended to cause harm.
2. **Emotional or relational bullying** – being unfriendly, excluding, isolating, manipulating, intimidating or tormenting e.g. hiding property, gesturing
3. **Prejudice-based and discriminatory bullying** - relating to perceived or actual differences including race, ethnicity, religion or belief, disability, sex, sexual orientation or other protected characteristics.
4. **Sexual bullying** – unwanted sexual comments, sexualised behaviour, sexual harassment or other inappropriate sexual behaviour.
5. **Verbal bullying** – name-calling, insults, threats, spreading a rumour, humiliation or repeated hurtful comments.
6. **Bullying linked to identity or personal circumstances** – including appearance, family circumstances, care experience, caring responsibilities, health, additional needs or other characteristics or circumstances.
7. **Online/ cyberbullying** - bullying through social media, messaging, gaming, email, images, videos or other digital platforms. Online bullying may also involve the use of artificial intelligence or other digital technologies, including the creation, manipulation or sharing of images, videos, audio or messages intended to humiliate, threaten, intimidate or harm another child.

Equality, Diversity and Inclusion
Ravenscote Junior School is committed to promoting equality, diversity and inclusion and to ensuring that all children are treated with dignity and respect. Bullying, harassment or discriminatory behaviour relating to a protected characteristic will not be tolerated.

The school recognises that some children may be particularly vulnerable to bullying because of disability, additional needs, race, religion or belief, sex, sexual orientation, gender reassignment, family circumstances, care experience or other individual circumstances. Staff will remain alert to these vulnerabilities and respond appropriately.

With all incidents, we will consider the individual circumstances, context, nature and impact of the behaviour before deciding on an appropriate response. We do not label children as “bullies” or define children by their behaviour. Instead, we recognise that children can display harmful or unacceptable behaviour and may need support to understand the impact of their actions, develop positive relationships and make safer choices.

Where a child has experienced bullying, we will provide appropriate support to help them feel safe and recover from the impact of the behaviour.



Appendix 1:

Ravenscote's Anti-bullying Policy

What is a policy?

A policy helps us to know what to do so that we can be safe and happy.

This is a policy for our school that has been created by the Wellbeing Ambassadors just for you!



What is bullying?

REMEMBER STOP!

SEVERAL TIMES ON PURPOSE



Bullying is when someone hurts someone else and it is repeated behaviour – it happens over and over again.

Examples of types of bullying:

Online: Harmful and hurtful actions towards someone on social media, phones and games.

Emotional: Making someone feel scared, embarrassed or intimidated.

Physical: Behaviours such as hitting, slapping, pushing.

Verbal: Name-calling, gossiping or threatening.

I think I am being bullied... What should I do?

REMEMBER STOP!

START TELLING OTHER PEOPLE



Tell someone you trust eg. friends, family, teachers, LSAs, key adults and Wellbeing Ambassadors (we are here for you!).

Try not to take it personally. Sometimes when children are unkind to others, they are reaching out for help with something they are going through. By speaking out you are helping them too, as well as yourself.

If you feel you can't talk to anyone you know, you can call Childline:

0800 1111

