



# Richard Bonington Primary School.

## Anti Bullying Policy

|                                 |           |
|---------------------------------|-----------|
| Date approved by Governing Body | July 2026 |
| Date for next review.           | July 2028 |

## 1. Introduction

At Richard Bonington Primary School, we are committed to providing a safe, inclusive, and respectful environment where all pupils feel valued and free from bullying.

We aim to:

- ensure all pupils feel safe and supported
- promote positive relationships and respect for diversity
- respond effectively to concerns about bullying
- work with families and external agencies where appropriate

We recognise that bullying can impact a child's wellbeing, learning, and life chances. We therefore take a proactive and preventative approach.

This policy should be read alongside the school's child protection Policy, Behaviour Policy, and Keeping Children Safe in Education (KCSIE). The school recognises that bullying may, in some cases, constitute child-on-child abuse and will be treated as a safeguarding concern where appropriate.

## 2. Legal Framework

This policy reflects:

- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- DfE guidance on behaviour and bullying

We recognise our duty to protect pupils from harm, including prejudice-related bullying linked to protected characteristics.

## 3. Roles and responsibilities

|                                                                                                                                                                                                                          |                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Headteacher</b> <ul style="list-style-type: none"><li>• overall responsibility for implementation</li><li>• ensures policy effectiveness</li><li>• liaises with governors and external agencies</li></ul>             | <b>Designated Safeguarding Leads (DSLs)</b> <ul style="list-style-type: none"><li>• safeguarding decisions</li><li>• referrals (e.g., MASH, Early Help)</li><li>• advising staff</li></ul>       |
| <b>Anti-Bullying Coordinator (Mrs Hodgkin)</b> <ul style="list-style-type: none"><li>• monitoring incidents</li><li>• coordinating responses and prevention strategies</li><li>• supporting staff and families</li></ul> | <b>All Staff</b> <ul style="list-style-type: none"><li>• follow safeguarding procedures</li><li>• listen, reassure, record (CPOMS), report</li><li>• challenge inappropriate behaviour</li></ul> |

## 4. Definition of Bullying

We adopt the Anti-Bullying Alliance definition:

*"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power."*

Bullying may be:

- physical
- verbal
- emotional
- online (cyberbullying)
- sexual
- indirect (including exploitation)
- prejudice-related

## Banter

- Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.
- Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

## Bullying vs Relational Conflict

We recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

| Bullying           | Relational Conflict |
|--------------------|---------------------|
| Repeated           | Occasional          |
| Intentional harm   | Often accidental    |
| Imbalance of power | Equal power         |
| Distress continues | Usually resolved    |

All incidents are taken seriously and addressed to prevent escalation.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

## Child-on-Child Abuse

We recognise that some forms of bullying may constitute child-on-child abuse.

This includes, but is not limited to:

- sexual harassment or sexual violence
- harmful online behaviour
- discriminatory or prejudicial abuse
- exploitation

Where an incident is considered to be child-on-child abuse:

- it will be treated as a safeguarding concern
- staff will report immediately to a Designated Safeguarding Lead (DSL)
- the DSL will determine appropriate action, which may include external referral

This may include involvement of children's social care (MASH), Early Help, or other agencies.

Our school adopts a contextual safeguarding approach, recognising that risks may occur both within and beyond the school environment.

## 5. Reporting Concerns

We encourage all members of the school community to report concerns.

|                                                                                                                                                                   |                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pupils</b> <ul style="list-style-type: none"><li>• speak to any trusted adult</li><li>• use worry boxes</li><li>• staff will listen, record, and act</li></ul> | <b>Parents/Carers</b> <ul style="list-style-type: none"><li>• contact class teacher initially</li><li>• concerns recorded and followed up</li><li>• school will respond promptly</li></ul> |
| <b>Staff</b> <ul style="list-style-type: none"><li>• must act on concerns immediately</li><li>• record on CPOMS</li><li>• inform DSL if appropriate</li></ul>     | <b>Visitors</b> <ul style="list-style-type: none"><li>• report concerns to DSL or SLT before leaving site</li></ul>                                                                        |

## 6. How our school will respond to reports of bullying

All reports are taken seriously and investigated. Our response may include:

- speaking to all pupils involved
- contacting parents
- applying sanctions
- restorative work
- targeted support
- referral to external agencies

The wishes and feelings of the pupil experiencing bullying are central to decision-making.

### Where concerns meet safeguarding thresholds:

- DSL will decide on next steps
- may involve Early Help or MASH

### Support for Pupils

Support may include:

- pastoral support (e.g., ELSA)
- restorative approaches
- individual or group work
- ongoing monitoring

Support is provided for:

- the child experiencing bullying
- the child displaying bullying behaviour
- bystanders

### Sanctions (Linked to Behaviour Policy)

Bullying is considered a **serious behaviour incident**. In line with the Behaviour Policy:

- bullying will usually result in a **red card or higher-level sanction**
- repeated or severe incidents may result in internal isolation, suspension or exclusion

## 7. Strategies for preventing bullying

At RBPS we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage

bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- PSHE and RSHE curriculum
- Anti-Bullying Week
- Safer Internet Day
- school council and pupil voice
- inclusive resources and displays
- staff training
- consistent modelling of positive behaviour

## 8. Online Safety

We recognise the risks of cyberbullying. The school:

- teaches online safety through the curriculum
- responds to online incidents seriously
- ensures **filtering and monitoring systems** are in place
- supports pupils and families with online concerns

## 9. Recording and Monitoring

All incidents are recorded on **CPOMS**. Records include:

- nature of incident
- pupils involved
- whether it is **prejudice-related**

Data is:

- reviewed regularly
- used to identify trends
- used to inform prevention strategies

## 10. Complaints

If a parent/carers is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

## 11. Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

| Policy                                                        | How it may link                                                                                                                                                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child-on-child Abuse Policy (Previously named 'Peer-on-peer') | Includes links to bullying – specifically sexualised bullying and exploitation                                                                                                      |
| Behaviour Policy                                              | Includes details about the rewards and sanctions for pupils                                                                                                                         |
| Safeguarding Policy                                           | Includes information about child protection procedures and contextualised safeguarding                                                                                              |
| Online Safety / E-Safety / Acceptable Use Policies            | Includes information about children's online behaviour and details about online bullying/cyberbullying                                                                              |
| Equalities Policy                                             | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics |
| RSHE / PSHE Policy                                            | Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying                                                              |
| Complaints Policy                                             | Includes information about how to make a complaint if you are not satisfied with the school's response                                                                              |