



West Rainton Primary School

Anti-Bullying Policy

Sept 2025

Due for review Sept 2026

This policy outlines the school's views on bullying in line with the school's Behaviour Policy. It should also be considered alongside our Safeguarding policy, Peer on peer abuse policy, PSHE policy, SRE curriculum policy, Inclusion policy and e-safety policy.

Overview

West Rainton Primary School offers a happy, open and inclusive environment where all children are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy children learn best. For children to achieve their highest potential, they need to feel safe, secure and nurtured. Knowing that they have a voice and that it matters is crucial to all that we do.

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. Organisations that put up with bullying do not work as well as they could and people within such organisations are often unhappy.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and bring these to the attention of staff, parents and children.

This document has been informed by:

- Keeping Children Safe in Education 2025
- The Equality Act 2010

Aims

- At West Rainton Primary, we aim to provide a stimulating, well-ordered, secure and caring environment in which each individual is valued, feels personally and emotionally secure and where learning can flourish.
- Our Behaviour Policy outlines, in clear and straight forward terms, our whole school approach to encourage all children to demonstrate positive behaviour whilst at school and in the wider community.
- Positive action is taken to prevent bullying within RHE lessons, Family Groups and through cross curricular learning opportunities as well as e-safety in computing.
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- We have children who are trained as Mini Police and EYFS buddies who aim to help everyone have happy and problem-free break and lunchtimes.
- If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

Scope

This policy applies to all adults and children within school and all aspects of school life. Incidents of peer-on-peer abuse in school, online or out in the community during evenings, weekends or holidays will be addressed by school.

Entitlement

Everyone at West Rainton Primary has the right:

- ✓ To work and play in a safe and secure environment, free from aggression and abuse.
- ✓ To express their attitudes and feelings constructively and have these respected by others.
- ✓ To feel valued, listened to and included in all aspects of school life
- ✓ To have an uninterrupted education.
- ✓ To have personal property respected.

Everyone at West Rainton Primary has the responsibility:

- ✓ To behave acceptably in all situations.
- ✓ To accept the consequences of their actions.
- ✓ To understand their responsibilities in the learning process.
- ✓ To be polite and co-operative with everyone, respecting their rights and feelings.
- ✓ To show respect and tolerance to all including the named protected characteristics of the Equality Act 2010.
- ✓ To respect school and public property and other children's personal property.

SEN/Disability

West Rainton Primary School is fully committed to complying with the 2014 SEN code of practice and the Equality Act (2010) including:

- ✓ Promoting equal opportunities
- ✓ Eliminating discrimination
- ✓ Celebration of difference
- ✓ Eliminating harassment related to SEND
- ✓ Promoting positive attitudes towards SEND children
- ✓ Encouraging SEND children pupils to participate fully in the life of school
- ✓ Raising awareness of disability

Child-on-child abuse

In West Rainton Primary School, we take all forms of child-on child abuse seriously. Child-on-child abuse is defined in the DfE Keeping Children Safe in Education 2025 as:

All staff being aware that children can abuse other children and that it can happen inside or outside of school or online. In our school we understand that, whilst these incidents may be infrequent, they can and do happen here. Our staff are highly vigilant and trained to recognise and report any concerns of this nature. We **do not accept** that this type of behaviour is simply 'part of growing up', 'banter', 'having a laugh' or 'boys being boys/ girls being girls'.

In our proud, inclusive school, we model and promote a culture that is safe and where children are actively educated and encouraged to voice their own concerns so that abuse is not normalised or become acceptable to them as individuals.

Therefore, we take strong and swift action against peer-on-peer abuse, including but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Definition of Bullying

West Rainton Primary School has agreed the following definition of bullying:

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, tormenting, excluding)
- Prejudice related
- Verbal (name calling, sarcasm, spreading rumours)
- Cyber (e-mails, text/photo/video messaging or misuse of technology)

West Rainton Primary School explains bullying in simple terms to ensure our pupils will understand if and when it occurs and how to respond to it.

West Rainton Primary School will not tolerate homophobic/transphobic abuse. As such, our school governors and leaders will ensure they;

- Have strategies in place and documented within their Anti-Bullying Policy to address presenting issues and adopt an environment where children / young people feel that they can talk honestly and openly about homophobic/transphobic bullying.
- Adopt a clear policy in terms of confidentiality and the handling of issues regarding homophobic/transphobic bullying.
- Be aware that they may be the initial point of contact for children / young people not only suffering homophobic/transphobic bullying, but for those questioning their sexuality and as such may feel reluctant to seek or want parental involvement.
- Encourage a positive, understanding and inclusive environment for all children / young people irrespective of their sexual orientation or those not conforming to rigid stereotypical gender roles.
- Develop an environment where homophobic language is not tolerated or used as a way of name-calling.
- Observe the Durham County Council Bullying and Harassment Guidelines for staff

What is Cyber-Bullying? - Mobile Phone/E-Mail Bullying

Some guidelines for children at West Rainton Primary

Mobile Phone Bullying:-

- Do not reply. Save incoming numbers/text messages to show an adult.
- Tell an adult straight away. Ask the adult to contact your network provider who may be able to change your number/block incoming calls/texts from that number.
- Do not tell everyone at school/home your mobile phone number, tell only close friends and family.
- Do not use a phone at school. If a phone is required after school, or brought in by mistake, our policy is to leave your phone in the office safe until the end of the school day.
- Do not take photographs or video footage on mobile phones to pass around as a form of bullying. If you receive any footage, save it and inform an adult, this practice is illegal and must be stopped.

E-Mail/social media Bullying:-

- Again, do not reply, save e-mails/messages/screenshots to show an adult. Keep your e-mail address and logins private, tell only close friends and family.
- If it occurs in school, make sure you tell a member of staff immediately.

Social Media:-

- As many networking sites have a minimum age requirement of 13, West Rainton Primary School encourages children to not use social media sites.
- At West Rainton Primary School children are educated on how to remain safe while networking on child-friendly sites but we also discuss safe and appropriate use of social media sites in preparation for later life.

Signs of Bullying

The behaviour of children, young people and adults is not always easily understood.

Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes.

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied:

- Cuts, bruises or aches and pains that are not adequately explained.
- Clothes or possessions are damaged or lost.
- Child requests extra money or starts stealing.
- Child starts going to school, or returns from school, at earlier or later times.
- Child uses a different route to school.
- Child starts to refuse to go outside at break times, or refuses to stay at school for dinners.
- Child requests to change classes or school.
- Reluctance or refusal to attend school or after school clubs.

Any marked change in a child's behaviour may indicate that the child is under stress:

- Behaviour may become immature (reverts to thumb sucking or tantrums).
- Child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- Deterioration in school performance and ability.
- May have sleep or appetite problems.

**SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS.
THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS
BE LINKED TO BULLYING.**

Children must be encouraged to report bullying in school.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The Role of the Staff Member

- At West Rainton Primary School children are encouraged to talk about friends, how to be a good friend, what is not acceptable and to tell others if they are being hurt or upset in any way.
- Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers keep records (via CPOMS) of bullying incidents that happen in their class and pass this information on to the head teacher who will record necessary follow-up actions.
- If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. Parents (of all involved) will be informed where an act of bullying has occurred.
- If a staff member becomes aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who was bullied in order to provide reassurance and support to help restore their self-esteem and confidence. They also spend time talking to the child who has bullied. They discuss what has happened and explain why the action of the child was wrong, and they endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying

other children, they will invite the child's parents into the school. Sanctions are used, as appropriate, in consultation with all parties following the flow chart of procedures. In more extreme cases, for example where these initial measures have proven ineffective, the head teacher may contact external support agencies, such as the behaviour support team. It is an aim of ours to ensure all parties have an open dialogue and are satisfied with the outcomes reached.

- Staff members attempt to support all children in their care and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the difference successes of all children, we aim to prevent incidents of bullying.

The Role of the Head Teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- The head teacher and PSHE Co-ordinator arrange targeted lessons and assemblies/performances on an anti-bullying theme (usually to coincide with Anti-Bullying Week).
- The head teacher sets 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.

The Role of Governors

- The Governing Body supports the head teacher in all 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.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of Parents/Guardians

- Parents/guardians are expected to help their child behave properly; work co-operatively with their child's teacher in assisting his/her learning and in building positive attitudes towards learning and school; and instill in their child a respect for others, and others' property, and to help develop a positive feeling about themselves.
- When talking to either a victim or perpetrator of bullying, it is important to see and hear things from a child's perspective. Children can often detract from, or embellish, an account of a situation depending on their role in it and how they are feeling. It is important to be patient and possibly revisit the discussion more than once, when it is felt the child is in

the best position to talk about things. It is also important to listen and ask open questions that are not leading.

- Reassure your child that they are loved and important. Children who are bullied often feel worthless and helpless. Try to find out when and why the bullying happened – is it bullying or just rough games or a child's squabble? Remember children do not always tell the teacher or the parents. Sometimes they confide in a friend, another relative, or a friend's parent.
- Parents/guardians who are concerned that their child is being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Procedures for Reporting and Responding to Bullying

- **See Appendix 1:** Procedures for dealing with allegations of bullying at West Rainton Primary School.
Staff at West Rainton follow the steps on the 'Pathways of Help' flow chart.
(Rate of progression through these steps will be dependent on the severity of the incident).
- **See Appendix 2:** Incident Sheet.

Strategies for the Prevention and Reduction of Bullying:

- Buddies are recruited and trained to support staff at break and lunch times. Mini Police are 'on duty' on a rota basis. They watch for children who are on their own and try to find them friends to play with. They watch for squabbles and disagreements and try to resolve them.
- The School Council monitors the views of all children through their worry eater, suggestion box and class discussions.
- The welcome group are trained to support new starters in their first few weeks at West Rainton.
- As part of PSHE learning, under the new relationships and health curriculum, many units of work focus on bullying, self-esteem, tolerance and respect. Children discuss the issue and are given skills to tackle and prevent bullying.
- Special events are planned throughout the year to promote awareness of bullying and allow children to discuss the issue.
- Comprehensive transition arrangements are in place with local secondary schools to support KS2/3 transition.
- E-safety training is provided for pupils and parents linked with our computing curriculum and safeguarding policy.

Review

- This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
- The policy is reviewed annually by the Governors. The Governors review this policy by examining the school's records (see appendices) and by discussion with the head teacher.

Governors analyse information with regard to all protected characteristics of the Equality Act 2010 of all children involved in bullying incidents.

- The annual pupil and parents surveys are used to provide data to monitor the effectiveness of this policy.
- This policy is also reviewed in consultation with pupil representatives from the School Council.

If you require support or any further clarification of this policy, please contact the Head Teacher, Mrs McDonough.

Appendix 1.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF BULLYING AT WEST RAINTON PRIMARY.

PATHWAYS OF HELP (NB. Rate of progression through steps will be dependent on the severity of the incident).

Child is bullied

Step 1

Child personally approaches one of the following:

Friend

Class Teacher

Support Staff /Lunchtime supervisors

Non Teaching trusted member of the school community

Step 2

Child meets with class teacher

Discussion on the facts / Notes recorded

Suggested ways forward

Head teacher informed

Short review time

Parents informed

If problem persists

Step 3

Head Teacher leads case

Discussion/Interview with all parties

Will use: suggested and agreed actions/strategies

Short term review

Parents informed

If problem persists

Step 4

Head teacher and Chair of Governors and inform/seek advice from

Appropriate external agencies

Appendix 2. (NB- please complete and hand in to HT to maintain record. Ensure all details logged on CPOMS by staff member who has dealt with incident)

Incident Sheet

Name of Pupil:

Name of Adult:

Date:

Time:

Record of incident

Record of discussion

Action to be taken

Discussed/Not discussed with parents (Delete as applicable)

Parents Comments (if applicable)

SOME USEFUL CONTACT DETAILS

- The Anti-Bullying Alliance (ABA)
<http://www.anti-bullyingalliance.org.uk/>

Parents Resources

NSPCC

- Behave yourself! A free guide which provides advice on positive ways of encouraging good behaviour in children.
- Parenting: A rough guide written to encourage parents to work out positive ways of dealing with their children's difficult behaviour.
- Stop the Violence A short booklet produced by the NSPCC for parents on keeping children safe. Covers violence in the home, violence at school and in the community. Gives some suggestions for how parents can make a difference.
- Contact: - NSPCC Publications (Tel: 0207 825 2772)

Bullying Online

- A useful website with information and advice – <http://www.bullyonline.org/>
- #### **Helplines**

- Anti-Bullying Campaign operates a helpline offering advice for parents and counselling for children who are being bullied. (Tel: 0207 378 1446)
- ChildLine Children can write or phone free of charge if they have a problem of any kind. Write to: Freepost 1111, London N1 OBR. (Tel: 0800 11 11).
- Kidscape for parents of children who have been bullied. (Tel: 0207 730 3300).
(Mon – Fri 10 – 4)
- NSPCC Child Protection Helpline Free 24-hour service which provides counselling, information and advice to anyone concerned about a child at risk of abuse.
(Tel: 0800 800 500 or text phone 0800 056 0566).
- Parentline A national help line for anyone who is parenting a child and who is in need of guidance, information or emotional support. (Tel: 08088 002222).
- Women's Aid Federation of England Services for women and children experiencing domestic violence. (Tel: 0345 023468).