



Anti-Bullying Policy

2026-2028

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

'Learning and growing together to achieve our best in the love of God'

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our anti-bullying policy.

Our School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient, and independent learner who embraces new experiences, has confidence to tackle challenges and go on to develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

Equal Opportunities Statement

Rainford CE Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Rainford CE Primary School defines bullying as behaviour that is deliberately hurtful, repeated over time and involves an imbalance of power that makes it difficult for the victim to defend themselves.

We recognise that bullying can be physical, verbal, emotional, relational or online and may be motivated by prejudice against an individual's protected characteristics or perceived differences.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks, gender remarks) or indirect (e.g. spreading rumours, excluding someone from social groups).

Single incidences (of either verbal or physical attack or of behaviour which is hurtful but not intentional) should also be taken seriously and dealt with according to our behaviour policy.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted or looked after
- Pupils suffering from a health problem
- Pupils with caring responsibilities
- Pupils from socioeconomically disadvantaged backgrounds

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+
- Black, Asian and minority ethnic pupils
- Pupils with SEND

We will not tolerate bullying related to any protected characteristic as defined by the Equality Act 2010, including:

- Race
- Religion or belief
- Disability
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity

We recognise that not all conflict between children constitutes bullying. Single incidents, friendship disputes, arguments and accidental acts of unkindness may not be bullying. However, they will always be taken seriously and addressed through our Behaviour Policy. Repeated behaviour involving an imbalance of power will be considered bullying.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil could potentially be experiencing bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Stealing
- Cuts or bruises
- Lack of appetite
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be highlighted to the Safeguarding team for monitoring.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is not acceptable. We are proactive in our approach to preventing bullying by:

- Regular discussion of our school's values, the playground, whole school assembly and collective worship. Children are encouraged to show kindness and respect to each other, staff and the wider community through our Code of Conduct and Christian Values.

- Using the curriculum to develop children's understanding of bullying and its effects.

Developing understanding, tolerance and acceptance of all regardless of their religious beliefs through our RE teaching.

- Encouraging good behaviour and developing understanding and acceptance of cultural differences and diversity through our PSHE lessons, including circle time.

- Anti-bullying focused week.
- Anti-Bullying Workshops and Performances e.g Rock Kidz.

Roles and Responsibilities

Rainford C.E. Staff

- Staff must act firmly against bullying wherever and whenever it appears
- Individual members of staff must be alert to signs of bullying and act promptly and firmly against it. Failure to respond to incidents may be interpreted as condoning the behaviour.

Rainford C.E. Children

It is important that our children should:

- Be involved in the development and reviewing of anti-bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable.

Rainford C.E. Parents/Carers

Rainford C.E. parents' / carers' role is to help the school to deal with bullying. They should:

- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Take an active interest in their children's school life, especially regarding friendships, playtime and the journey to and from school
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

Rainford C.E. Governors

Rainford C.E. Governors' role is to ensure that the school has a policy, that all staff operate the policy and that it is effective. The governing body should:

- Review the school's bullying policy regularly
- Ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.

The School

Throughout their time with us at Rainford C.E. Primary School, children will have the opportunity to experience what it is to be part of a community. As part of this experience there will be daily encounters with other people, which will provoke various examples of ways in which people relate to one another. The lead examples will come from the staff and their relationship and interaction with one another, but this will also permeate to pupils across the school.

School will:

- Participate in national and local initiatives such as Anti-Bullying Week and E-Safety week
- Seek to develop links with the wider community that will support inclusive anti-bullying education
- Offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice
- Regularly counsel and educate the whole school community on e-safety and the prevention of cyber-bullying
- Raise awareness of the nature of bullying by producing a child friendly version of this policy document.

Procedures for dealing with bullying

When an allegation has been made, the following procedure should be followed:

- Discussions with the victim. This will require patience and understanding. Remember - listen, believe, act
- Identify the bully/bullies
- Discussions with the bully/bullies.
- Record evidence (pupils, class, date, incident, type of alleged bullying, discussion and sanctions) on CPOMS. Incidents will be reviewed to see if any patterns are evident involving the same child/ children
- Make it clear that bullying is not acceptable at Rainford C.E. Primary School
- Inform Senior Leadership Team
- Separate discussions with parents of bully and victim
- Senior Leadership Team to review previous records and identify any patterns
- Decide on the course of action and what support is needed. Sanctions for the bully may include withdrawal from activities, loss of playtimes, isolation from class or exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure no repetition.

In the Early Years Foundation Stage staff will record any incidents between children, or information from parents about the alleged treatment of their child by others on CPOMS. Incidents will be recorded following the guidelines for Key Stages 1 and 2, but dealt with in an age appropriate way. This record will be reviewed regularly to see if any patterns emerge involving the same child/ children.

Recording/ Reporting

Recording incidents is very important as it helps to identify any patterns regarding bullying behaviour. If a staff member feels that the situation is of a serious nature and requires further action, it will be passed on to the Headteacher who will attend to the matter either with the member of staff concerned or on their behalf.

In order to monitor the frequency with which incidents of bullying take place, staff will record them including the following information:

- The pupil's name
- Their class
- Brief details about the alleged incident
- Who dealt with it
- What action was taken

The Headteacher will review bullying records termly to identify trends and patterns. Anonymised bullying information will be reported to governors at least annually to allow evaluation of the effectiveness of the school's anti-bullying strategies.

Pupils can report bullying by:

- Speaking to any trusted adult.
- Speaking to their class teacher.
- Speaking to a member of the senior leadership team.
- Telling a parent or carer who can contact the school.
- Using any established worry box/reporting system within the school

Where cyberbullying is reported:

- Evidence such as screenshots will be retained where possible.
- Parents will be informed.
- Online Safety procedures will be followed.
- Where appropriate, external agencies or police may be involved.
- Support will be provided to all affected pupils.

Supporting the Victim

Support for the victim may include:

- Regular check-ins with a trusted adult.
- Access to pastoral support.
- Restorative conversations where appropriate.
- Safe play arrangements.
- Monitoring during unstructured times.
- Support to rebuild confidence, friendships and resilience.

Support for the Child Displaying Bullying Behaviour

Children who display bullying behaviour will be supported to understand the impact of their actions and develop more positive ways of interacting with others.

Support may include:

- Restorative approaches.
- Social skills development.
- Emotional regulation support.
- Behaviour support plans.
- Referral to appropriate agencies where necessary.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information and/or pictures about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour, which is why children need to understand the implications of their actions.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and TikTok (Please note there are age restrictions for these apps. Most apps start at 13 years old).
 - Text messaging and messaging apps on mobile or tablet devices
 - Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit

- Email
- Online gaming communities

Tackling cyber bullying directly links to Rainford C.E. Online Safety Policy. Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse.

Bullying Outside of School

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Senior Leadership Team is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed

Support Agencies

Anti-bullying Alliance – a unique collection of over 60 organisations, working together to stop bullying. ABA runs an 'antibullying week' focusing on schools in mid November each year. www.anti-bullyingalliance.org.uk

Kidscape advice for parents Call: 020 7823 5430, WhatsApp: 07496 682785, Email: parentsupport@kidscape.org.uk

Childline – advice and stories from children who have survived bullying
<http://www.childline.org.uk>

NSPCC Online Safety for Children - Tips & Guides | NSPCC

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety www.thinkuknow.co.uk

Childnet International work in partnership with others around the world to make the Internet a great and safe place for children <http://www.childnet.com>

This policy should be read in conjunction with other Rainford C.E. policies:

- Online Safety Policy and Acceptable Use Policies
- Behaviour Policy
- Child Protection and Safeguarding Policy

To be reviewed: July 2027

Review Schedule

Policy Author	Emma Shawcross and Louise Thompson
Policy Approver	Governing Body
Current Policy Version	Version 2 July 2026
Policy Effective From	September 2024
Policy Review Date	July 2027

Revision Schedule

Version	Revisions	By whom
V1.0	Created the policy	ES/LT
V2	Reviewed policy. Added clear distinction between bullying and friendship conflict; strengthen support for victims; strengthen support for pupils who display bullying behaviour; reporting routes for children; update statutory references.	ES
