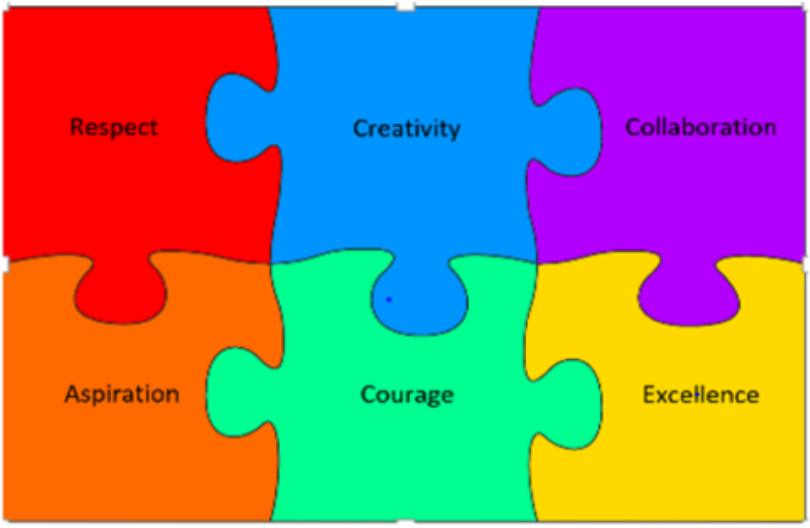
RANDLAY PRIMARY SCHOOL AND NURSERY

Anti-Bullying Policy including policy related to racism 2025/2026



Date reviewed: Spring 2026

Next review date: Spring 2027

Anti-Bullying Practices

Bullying is a serious form of unacceptable behaviour. Our working together ethos reminds children to tell an adult if they suffer from or witness any form of bullying, either physical or verbal, or if they feel threatened in any way. All reported instances are treated seriously and time is given to finding the cause.Teachers work hard to ensure that disagreements are resolved and that both sides are seen to have their opinions aired. All instances of bullying are recorded on our online recording system (CPOMS), as well as in a paper Bullying Log. Sometimes the term 'bullying' can be used for one-off, minor disputes which is not always an accurate use of the term and we therefore invest time into educating the children and parents in what the term actually means.

Definitions of Bullying:

WHAT IS BULLYING?

Building on the definition given by https://www.gov.uk/bullying-at-school/bullying-a-definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

All bullying can make an individual feel threatened, humiliated and unsafe.

At Randlay Primary School and Nursery we inform all children, including those with Special Educational Needs (SEN) about bullying and how we deal with it. As seen in our SEN report, we currently have pupils in each of the four categories of SEN as outlined in the Code of practice. We ensure we use a range of anti-bullying strategies to support all children regardless of need. Initiatives such as our evolving 'Well Being Champions', the use of 'worry boxes' , letter writing to Randlay Ralph and having pastoral teams working throughout break and lunchtime, are just some of the ways we support more vulnerable children.

The Randlay team define bullying as '**repeated and intentionally harmful physical, emotional or verbal abuse irrespective of children's culture, ethnic, social and religious background, physical or learning abilities, sexual orientation and family background'.**

Children (through our bullying survey) tell us that bullying constitutes:

- Spreading rumours (repeatedly)
- Punching and physical violence (repeated)
- Being nasty to someone and getting others to be nasty too
- Calling names, swearing at someone and getting others to join in

The subject therefore forms part of our on-going Citizenship/SMSC/PSHE curriculum so that children understand what bullying is, can recognise it if it happens to them and know how to deal with it and gain support.

All staff are aware of the possible signs that bullying may be taking place within school:

Underachievement
Frequent name-calling
Poor attendance
Child or young person appearing afraid
Child and young person not willing to approach adults to discuss problems
Social exclusion of certain children and young people
Some children and young people being by themselves at break times
Certain graffiti on school books
Work being torn and destroyed
Loss of school, sports equipment etc by certain children and young people
Sudden underachievement
Children or young person appearing upset
Graffiti insulting individuals or groups of children and young people

Our system for dealing with bullying is:

1. Child / parent / friends report bullying to a member of the teaching team, or bullying is noted by a member of the team.
2. Children's views are listened to (parents may be involved) to ascertain the reasons for such behaviour.
3. Conversations are had around feelings and the impact of such behaviour on others. Sanctions are considered / applied as appropriate.
4. Relevant staff are informed including dinner duty staff.
5. An action plan / targets are agreed between the children involved. This could be via joint conversations or a Circle of Friends. Targets usually encourage children working / playing together in school.
6. Regular (in some cases hourly) checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.
7. Parents / Carers are informed of progress (daily if needed)
8. Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, action plans and Individual Education Plans will be shared, as a matter of course, with parents/carers at all Parents' meetings. Discussions during these meetings will remain confidential unless safeguarding issues are raised and need to be referred on the appropriate agencies.

9. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies / exclusion) are considered. These agencies and support mechanisms are shared with parents.
10. The school's anti-bullying statement or charter is clearly displayed around the school along with helpline numbers and DCSF 'Don't Suffer in Silence' documentation.
11. Regular circle time, enabling children to talk about their feelings, their own and staffs' perception in terms of use of language/insinuation/interpretation and all other concerns in a safe environment and to enable them to share their concerns about bullying.
12. Poster campaigns around the school.
13. Developing playgrounds and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.
14. Raising the self-esteem of children who have been bullied and teaching assertive techniques.
15. Providing a bully/worry box where a child or young person can leave a note of an incident of bullying, if they feel unable to tell someone directly.
16. Providing children and young people who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal.
16. Empowering the targets of bullying by allowing them to decide how they would like the incident to be dealt with

Children tell us that they know they can get help by:

- Speaking to the Pastoral Lead or the Head teacher
- Telling someone, i.e. a teacher or other adult in school, friend or someone at home.
- Trying to ignore it, e.g. name calling…but getting help when they need it!
- Trying to sort out 'fallings out' with Circle of Friends.
- Telling the bully to stop!
- Leaving a message for an adult in the Worry Box
- Sharing worries with Randlay Ralph by writing a note or drawing a picture.

Children who had attended other schools prior to Randlay tell us that bullying was a problem at previous schools, but not here.

Children also tell us that that bullying is rare, not too serious (not physical) and well dealt with / 'sorted out' by the teachers or the Headteacher.

This policy was reviewed with the teaching team Summer 2019. Children were also involved around activities such as identifying and reporting bullying (in assemblies and PSHE time.

The role of Governors

- Determine and keep under review a statement of principles that shapes the school's anti-bullying policy.

- Proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it).

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- Be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.

- Consult the whole school community around policy and procedure where and when appropriate.

BULLYING & RELATIONSHIP DISPUTES RECORD:

Racist Incidents:

Racial abuse is not tolerated in any form or kind – a Racist incident folder contains all details should an incident occur.

Our aim is to work proactively with children, enabling them to learn about, celebrate and be tolerant of the views, faiths and cultures of others both in school and in the wider community through our Citizenship/PSHE and R.E. / Collective Worship programmes. We are proud of the work that we do, through our SMSC provision, to teach children how to become model British citizens. We teach all children how to behave in society, what our contribution to society is and how the laws of the country are made and affect us.

Nevertheless, racial incidents are taken seriously and all incidents are reported to the Head teacher and the LA and are followed up in terms of reviews with the victim and perpetrator.

All incidents require the involvement of all children and their parents concerned. Action may require a range of strategies including establishing peer support, regular monitoring by the teaching team, supporting children to work together and if required sanctions (ultimately exclusion if necessary).

The Headteacher records details of any incidents, the actions taken and outcomes gained, to assess and monitor potential trends and identify any repeated or prolonged racist behaviour. A summary of records of incidents are passed to the LA and DfE annually.

Racist incident log:

Between the period September 2024 and April 2025 there have been 4 incidents of racism, following which many actions were taken – all details are recorded in our incident log.

Next review of Racist Incident Policy :

September 2026

Appendix

Say 'NO' to bullying.

At Randlay we take great pride in the behaviour of our pupils. Very often we get comments from visitors to the school, or from people out of school, saying how impressed they are with the behaviour and attitude of our pupils.

'Pupils here listen so well and really look after each other' Sports coach.

'Pupils' behaviour is so courteous; they are polite, friendly and respectful and have been a real pleasure.'

Staff from residential centre.

Just like any other school, we have children who get into scrapes and scuffles and we do all we can to ensure these children are supported.

All of our children are very clear about our expectations and they do try really hard to stick to the rules. Celebrating success is the key to good behaviour - stickers, certificates and assembly value awards are some of the strategies we use. Like anyone, children love to hear that they have done well.

Children are taught about how to behave at lunchtime with teachers working with them on discussing rules and what to do if anything goes wrong. It is important for you to know that we always act on any problem we hear about and try our best to sort it out quickly, fairly and with full understanding from all of the children involved.

What is Bullying?

Definition

The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as **a persistent, deliberate attempt to hurt or humiliate someone.**

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

Types of bullying

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.

3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

What we do in order to prevent bullying.

*We teach children to behave in a respectful and polite way - we do this through our lesson time, assembly time and through celebrating our successes.

*Through the use of the rainbow chart behaviour systems, we ensure children are all very clear about the boundaries and what happens if they misbehave.

*We teach children to understand what 'bullying' means and what forms of bullying exist, including Internet safety.

*We teach children to look out for the signs of bullying and what to do if they feel they are being bullied.

*We carry out bullying surveys so that we can work out if we are successful in our anti-bullying work.

*We work closely with parents and act quickly on any information we are given.

*We use computer safety software to ensure children are safe when using ICT.

*We join in with the national 'Anti-bullying' week with an emphasis being on the importance of 'friendship'.

*We train up Year 6 playground leaders, along with playground friends, to support younger children if needed.

*We provide a Worry Box, that is checked daily, for children to tell us if there is something they are worried about.

Bullying survey results

We recently surveyed all children in school and children could give a clear and correct definition of bullying. An example definition from Year 6 was 'I think bullying is when a person is deliberately targeting you and being mean or hitting you on purpose on a daily basis'. All children could list what they would do if they were being bullied at school, with the top answer being to tell an adult. Most classes spoke about telling Randlay Ralph if they have problems or worries in school. The children could identify what bullying might look like and also explain what cyberbullying is. When asked if they had been bullied at school, children said that when problems occurred they were quickly sorted out so the situation didn't turn into bullying. Children felt that behaviour issues are well dealt with at Randlay. Children in KS2 were able to explain how bullying might happen on social media, over email and on mobile phones. Children feel that children at Randlay treat each other with respect and that all children are treated equally.

What to do if you think your child is being bullied.

* Get all the facts you can from your child.

* Pass on these facts straight away to your child's teacher or to Mrs Stolic.

We will listen carefully to what you have to say, take time to find out more, act on the information we gain and then let you know what we are doing about it.

Please remember that we want all children to be happy in school and will do all we can to ensure this is the case. If you hear of anyone who is unhappy with anything that is going on, please tell them to come and speak to us! We will sort it out.