



# Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- [UNICEF rights of child](#)

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

## Anti-Bullying Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

*UNICEF Article 28(right to an education)*

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29( goals of education)Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*



Date Policy Created:	Autumn 23
Reviewed:	Autumn 24, Summer 25

## Objectives of this policy

- To ensure that everyone in the school community has an understanding of what bullying is and how the school will deal with incidences of bullying
- To develop a listening, caring ethos at Rayleigh where any form of bullying is not tolerated and dealt with in the appropriate manner
- To encourage discussion and not make premature assumptions and to foster a problem solving approach
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour

## What is bullying?

It is essential to distinguish bullying from other forms of anti-social behaviour. There are many definitions but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- Physical Bullying – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- Psychological – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- Social- Ostracism/rejection by peer group.
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- Cyber bullying – Using mobile phones or the internet to deliberately upset someone.
- Homophobic – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.

## Procedures

- Children should report bullying incidents to available staff or someone who they can trust. In cases of serious bullying, the incidents will be recorded by staff on Arbor and

investigated initially by the class teacher, followed by the following individuals if an incident is not resolved: the KeyStage Lead, Assistant Headteacher and ultimately the Headteacher. Any incident will be logged and passed immediately to one of the WLT who will ensure this matter has been resolved.

- Parents must report any bullying incidents using the attached form – also available in the school office.
- In serious cases parents will be informed and will be asked to come into a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated and the bullying addressed.
- Appropriate feedback will be given to the parent reporting the bullying in a timely manner.
- The school accepts that any child could display bullying behaviour and as a school we have a moral imperative to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

### **Outcomes**

- The school will investigate the incident.
- The child displaying bullying behaviour will be spoken to and the Behaviour Policy will be followed. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The school will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, parents will be informed in writing and suspension will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and it will be considered that the incident/incidents are closed. The school believes all parties, once an issue has been addressed, should be allowed to move on from the issue at hand.

### **Prevention**

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos - encourage pupils to Blurt it Out.
- Encourage discussion and do not make premature assumptions
- Adopt a problem solving approach - termly well-being discussions with all pupils
- The staff are made aware of the anti-bullying policy by the Senior Leadership Team and have access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Childline.
- Provide support through playground monitors, friendship group and peer support.
- The anti-bullying policy works alongside the Child Protection and Behaviour policies.

## REPORT ON A BULLYING INCIDENT BY PARENTS/CARERS

### PART ONE – to be completed by the person reporting the incident

Full name and address of the person reporting the incident	
Date, time and place of the breach	
Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)	
Name:  Signature:	Date:

**PART TWO – To be completed by the person investigating the incident**

Names of investigator(s)	Date the investigation took place
Main finding(s)	
Actions taken and support for the subject	
Signature:	Date:

## Supporting Organisations and Guidance

- [Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [Childline: www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- [Family Lives: www.familylives.org.uk](http://www.familylives.org.uk)
- [Kidscape: www.kidscape.org.uk](http://www.kidscape.org.uk)
- [MindEd: www.minded.org.uk](http://www.minded.org.uk)
- [NSPCC: www.nspcc.org.uk](http://www.nspcc.org.uk)
- [PSHE Association: www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- [The Diana Award: www.diana-award.org.uk](http://www.diana-award.org.uk)
- [Young Minds: www.youngminds.org.uk](http://www.youngminds.org.uk)
- [Young Carers: www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- [Childnet International: www.childnet.com](http://www.childnet.com)
- [Digizen: www.digizen.org](http://www.digizen.org)
- [Internet Watch Foundation: www.iwf.org.uk](http://www.iwf.org.uk)
- [Think U Know: www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [UK Safer Internet Centre: www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [National Online Safety](http://www.nationalonline-safety.org)

## LGBT

- [EACH: www.eachaction.org.uk](http://www.eachaction.org.uk)
- [Stonewall: www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

- [Changing Faces: www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- [Mencap: www.mencap.org.uk](http://www.mencap.org.uk)
- [DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Racism and Hate

- [Anne Frank Trust: www.annefrank.org.uk](http://www.annefrank.org.uk)
- [Kick it Out: www.kickitout.org](http://www.kickitout.org)
- [Report it: www.report-it.org.uk](http://www.report-it.org.uk)
- [Show Racism the Red Card: www.srtrc.org/educational](http://www.srtrc.org/educational)