

# RYDES HILL PREPARATORY SCHOOL & NURSERY

## P01 (ISI 10A) – ANTI-BULLYING POLICY



**RYDES HILL**  
PREPARATORY SCHOOL & NURSERY

### CHILDREN'S MISSION STATEMENT

*Think deeply, live wisely, love generously*

### MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the school stands for and all are encouraged and challenged to be the best they can be.

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Governor Review By :	Not required	

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## Revision History

Revision	Paragraph Number	Revision
September 2020		
July 2022		
September 2024	33	Added section on supporting adults

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
DfE	Department for Education
EYFS	Early Years Foundation Stage
Hazing	Use of ritualised physical, sexual and/or psychological abuse in the guise of initiation into a group of some sort.
PSHCE	Personal, Social, Health and Citizenship Education
Sexting	Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages
SLT	Senior Leadership Team

## **Aim / Objective / Statement of Intent**

1. This policy also covers the EYFS setting.
2. At Rydes Hill Preparatory School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other, inside and outside of School.
3. Rydes Hill Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Rydes Hill Preparatory School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on request and for perusal during the school day. It is also available on the School website and known to all staff.
4. Bullying, harassment and victimisation and discrimination will not be tolerated by the School. We treat all our pupils, parents and staff fairly and with consideration. We expect them to reciprocate towards each other, the staff and the School. All forms of bullying are unacceptable at the School and any instances of bullying will be recorded and, where appropriate will result in disciplinary action in accordance with the Behaviour, Rewards, Sanctions and the use of reasonable force policy (P16).
5. This policy applies to all pupils in the School and applies to actions undertaken both inside, and outside of the School.
6. The Objectives of the Policy are to ensure:
  - All staff, pupils, parents and members of the Governing Body have an understanding of bullying.
  - All teaching and non-teaching staff and members of the Governing Body should know what the school policy is and follow it when bullying is reported.
  - All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
  - As a school, at Rydes Hill, bullying will be taken seriously. Pupils and parents should know that they will be supported when bullying is reported.
  - Bullying will not be tolerated.

## Definition of Bullying

7. Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
8. Bullying, including cyberbullying, prejudice-based and discriminatory bullying, is the intentional hurting, harming or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual, verbal (including cyber-bullying via email, social media, video sharing apps, gaming and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim.
9. Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, economic circumstances, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.
10. Bullying can happen anywhere and at any time and can involve anyone – pupils, other young people, staff and parents.

## Who are the bullies?

11. The bullies are:-

- People who are trying to get attention
- People who may be having problems at home
- People who have themselves been bullied
- People who think they will impress others

## Why do they bully?

12. People bully because:-

- They enjoy the power
- They are insecure
- They are prejudiced
- They are jealous
- They are emotionally neglected
- They have been bullied themselves

## The Occasional Bully

13. The occasional bully can display kinder aspects of their character, but does resort to bullying when it suits. These bullies do share some of the same traits, but are difficult to classify because the bullying behaviour is not consistent and is often precipitated by some sort of crisis or by the bully “having a bad day”. These people can also be quite charming but often they:

- Are suddenly aggressive to peers, parents, teachers and siblings
- Act impulsively and regret it later
- Don't learn from their mistakes
- Wish to be in charge
- May be physically strong
- May be articulate
- May be manipulative
- May display other anti-social behaviours, such as throwing tantrums or yelling when things go wrong
- May, on the whole, have good self-esteem
- May be 'spoilt' by parents who cannot understand how their children could be bullying others because they are perfect at home where their every wish is granted.

14. These are characteristics we often find in people who bully occasionally. These people need firm, clear guidelines and established consequences to actions. We also teach them to empathise with other people.

## The School's Response to Bullying

15. At Rydes Hill Preparatory School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the School's social and moral principles, and potentially with its policy on equal opportunities. When incidents of bullying do occur, they are dealt with quickly and taken seriously. The School will never dismiss

bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

16. The School understands that bullying can be so serious that it may cause physical, emotional and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the School's first priority, however, the School acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and P16. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, the taking of nude or semi nude photographs and to violent and threatening behaviour. No one deserves to be a victim of bullying: everyone has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.
17. Bullying which occurs on School trips or outside of the School's premises will not be tolerated any more than bullying on School premises. Teachers will, where appropriate, discipline pupils for misbehaviour outside of School premises and outside School hours.

## Signs of Bullying

18. Changes in behaviour may indicate that a person is being bullied. These include:-
- Unwillingness to return to school
  - Displays of excessive anxiety, becoming withdrawn or unusually quiet
  - Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
  - Books, bags and other belongings suddenly go "missing", or are damaged
  - Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
  - Diminished levels of self confidence
  - Frequent visits to the School Office with symptoms which may relate to stress or anxiety, such as stomach pains or headaches
  - Unexplained cuts and bruises
  - Frequent absence, erratic attendance, or late arrival to class
  - Choosing the company of adults rather than peers
  - Displaying repressed body language and poor eye contact
  - Difficulty in sleeping or experiencing nightmares
  - Talking of suicide or running away from home or school

19. Although there may be other causes for some of the above symptoms, a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers and reported/recorded as appropriate, in accordance with this policy.

## **Preventative Measures**

20. The School's response to bullying does not start at the point in which a pupil has been bullied. We have put the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with Rydes Hill Preparatory School & Nursery:

- The School promotes an ethos of good behaviour and kindness where pupils and staff treat each other with respect at all times, inside and outside of School.
- All new pupils (including our youngest pupils) are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- All new members of staff are given guidance on the School's anti-bullying policy and in how to react to allegations of bullying. They are required to read the School's policy as part of their induction. Our PSHCE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Through assemblies and other occasions (e.g. Anti-Bullying week in November each year) the children are taught and reminded that "We are a School that tells". The message that it is everyone's responsibility to highlight incidents of bullying or unkindness so that adults can put a stop to it is reinforced from the Headmistress down through all the staff. Children who do 'tell' are reassured and praised for their actions.
- The School has an annual 'Kindness Award' which is given to the child in each class who has shown consistent kindness to others throughout the School year. This is the highest award given at the School's annual Prize Giving Ceremony, attended by pupils and parents at the end of the School year. A kindness girdle is awarded each week in achievement assembly.
- Other lessons, particularly Life Skills and RE, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills. The use of creative learning through art, music, poetry, drama and dance develop understanding of feelings and enhance pupils' social and emotional skills.



- The use of Circle Time ? for pupils helps to develop social and emotional skills in such areas as empathy and the management of feelings.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- Teaching and playground supervision staff undertake training in methods of preventing bullying.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Written records of any incidents are kept securely by Deputy Head (Pastoral) in order that patterns of behaviour can be identified and monitored.
- Where an allegation of bullying has taken place, the Headmistress and/or the Deputy Head (Pastoral) will speak to the parents of both the alleged victim and the alleged perpetrator.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. Staff actively, rather than passively, supervise children during playtimes when children can feel most vulnerable.
- All pupils have access to the opportunity to write down their feelings and post them into a confidential “feelings box” which is reviewed daily.
- The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside of School hours, on School visits and trips, or that otherwise occur outside of School. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with P16 and will be applied in a fair, consistent and reasonable manner, taking into account the needs of SEND and vulnerable pupils.
- The School does not tolerate peer-group “initiation ceremonies” or hazing type rituals designed to cause pain, anxiety or humiliation to pupils, and all staff remain alert to such actions.

21. This policy is readily available on the School’s Website so that parents are aware of the School’s approach to bullying and what to do if their child experiences bullying. If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## **Cyber-bullying**

22. Cyber-bullying can be defined as “the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others” (Belsey, <http://www.cyber-bullying.org>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend himself/herself. The School acknowledges that cyber-bullying may take place inside School, outside of School and at any time of the day.
23. Cyber-bullying could involve communications by various electronic media, including for example:-
- a. Texts, instant messages or calls on mobile phones;
  - b. The use of mobile phone camera or other electronic images to cause distress, fear or humiliation;
  - c. Hijacking / cloning email accounts;
  - d. Using email to message others in a threatening or abusive manner;
  - e. Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites, instant messaging and social networking sites such as Facebook, Instagram, X (Formerly known as Twitter) , WhatsApp, TikTok or YouTube)
24. The School acknowledges that cyber-bullying may take many different forms including: cyber-stalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, the taking of nude or semi nude photographs and sexting.
25. The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. In taking this forward, the School has regard to the DfE’s non-statutory guidance on *Teaching online safety in school* (updated June 2019).

## **Prevention of cyber-bullying**

25. For the prevention of cyber-bullying, in addition to the measures described above, Rydes Hill :-
- Expects all pupils to adhere to its P03 Pupil’s use of Computing, Mobile Telephones and other electronic devices Policy. Certain sites are blocked by our filtering system and IT Network Support Contractor monitors pupils’ use on behalf of the School;
  - May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet (in accordance with the P16 Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy);

- Offers guidance on the safe use of social networking sites and cyberbullying in Life Skills and computing lessons, which covers blocking, removing contacts from “friend” lists and sharing personal data;
- Ensures its pupils are aware of the various forms in which cyber-bullying can take place, that it can have severe and distressing consequences, and that participation in cyber-bullying will not be tolerated;
- Offers guidance on keeping names, addresses, passwords, mobile telephone numbers and other personal details private and secure;
- Does not allow the use of mobile phones by pupils anywhere on the school site or on school trips or visits;
- Reminds parents that they must not put any photographs of pupils, other than their own children, on any social networking or other internet sites. Pupils are advised not to upload photographs of themselves or other pupils to internet sites.
- Provides regular e-safety training for pupils, staff and parents.

### **Procedures for dealing with reported cyber-bullying**

26. The School will follow the procedures set out in this policy (and the P04 Safeguarding Policy and Procedures where relevant) for incidents of cyber-bullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the School, and the welfare of its pupils.
27. Although cyber-bullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, the taking of nude or semi nude photographs and sexting. Where the School considers that a reported instance of cyber-bullying may amount to a criminal offence, it will inform the Police. Children between the ages of 10 and 17 can be arrested and taken to court if they commit a crime.

### **Procedures for dealing with reported Bullying**

28. The School ensures that all instances of, or concerns about bullying and cyber-bullying, both on and away from School premises are easy to report and that they are recorded properly. Records of instances and allegations of bullying will be kept by the Deputy Head (Pastoral), and also on pupil files (Records will also be kept on files relating to safeguarding where appropriate) in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of this anti-bullying policy.

29. The School recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. All staff are trained in handling an allegation, and will be aware that they must listen to the pupil, not ask leading questions and make a written record of the allegation to the best of their ability. This is to ensure that appropriate records are obtained and kept should the incident relate to a Safeguarding or Child Protection matter.
30. If an incident of bullying is reported, the following procedures are adopted:
- a) The member of staff to whom the incident was reported or who first discovers the situation, will control the situation, and will reassure and support the pupils involved, without promising absolute confidentiality.
  - b) The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
  - c) The alleged victim will be interviewed on his/her own and asked to write an account of the events. In the case of an EYFS pupil, a member of staff writes the account down for the pupil word for word.
  - d) The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
  - e) An incident involving a pupil should be recorded on a School Academic or Pastoral Concern form and signed and dated before it is given to the Pastoral Deputy Head who is responsible for keeping all records of bullying and other serious disciplinary offences securely in a locked cabinet in the Headmistress's Office. (Staff can find this form at S:\General\4.ACADEMIC\12.Academic or Pastoral Concern Form)
  - f) The Pastoral Deputy Head will inform the staff, of both the alleged bully/bullies and the victim[s] as soon as possible. The Head will always be informed of all incidents.
  - g) The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour, Rewards and Sanctions Policy (P16); for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion as set out in our Exclusions Policy (P2).
  - h) The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.

- i) A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the School's Behaviour, Rewards and Sanctions Policy (P16).
- j) A monitoring and review strategy will be put in place.
- k) In very serious cases, and only after the Headmistress has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Rydes Hill Preparatory School to attempt to resolve such issues internally under the School's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The School may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in modification of behaviour to an acceptable level.

## EYFS Children

- 31. Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of Nursery is in day to day charge of the management of the behaviour in the Nursery Department.
- 32. We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. The use of Circle Time enables EYFS pupils to develop social and emotional skills in such areas as empathy and the management of feelings.

We rarely need to impose sanctions but sometimes we may remove a treat or privilege for hurtful behaviour. Additionally, a child may be sent to see the Headmistress, who will explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed verbally by a member of Nursery staff, when any sanction or reproof is needed toward their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with their child's teacher and the Head of the Nursery and to agree a joint way of handling the difficulty.

## Supporting Adults

33. Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
34. Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
35. Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required

## Complaints Procedure

36. Parents and pupils are encouraged to use our P39 Complaints Procedure (available on the School website or on request from the School Office and summarised in the Parent Handbook) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled.

## Improving the School Environment – Taking Action

37. At Rydes Hill we :-
- Organise staff supervision in the playground and around the School buildings in order to remove opportunities for bullying.
  - Review the physical design of the School buildings, particularly 'blind spots' where bullying could take place.

## Professional Development – Raising Awareness of Staff

38. At Rydes Hill we :-

- a) Ensure that the anti-bullying policy is regularly reviewed and that information on legal responsibilities is given to all staff – teachers, support staff, temporary staff and students.
- b) Ensure that the anti-bullying work and policy are covered in the induction programme for new staff.
- c) Ensure that staff are clear about their responsibility to resolve pupils' problems; know the sanctions and behaviour management strategies (See P16 Behaviour, Rewards and Sanctions Policy) and where to seek support; have the requisite knowledge or skills for preventing bullying and repairing harm; understand the needs of vulnerable pupils, including disabled pupils, those with SEN or those with caring responsibilities.
- d) Know the procedures for referral; know the procedures in relation to safeguarding and liaison with multi-agency teams.

## Strategies for Teachers and those on Playground Duty

39. Strategies are as follows:

- a) Watch for early signs and symptoms or behaviour that a pupil is being bullied.
- b) Those on duty at lunchtimes and break times must be vigilant.
- c) Deal with incidents immediately and report to the class teacher and, as appropriate, the Head of Early Years, Deputies or Head.
- d) Never ignore a child who reports an incident, which he or she thinks is bullying.
- e) Encourage children to communicate with their class teacher or a significant other if they find the subject difficult to talk about.
- f) The teacher must always give support to the child who is being bullied and counselling should be given to both victim and bully by the Class Teacher or member of the Senior Leadership Team (SLT).

## Strategies for Victims

40. Strategies for victims are as follows:

- a) First of all to understand that 'not telling' is playing by the bully's rules and we want you to tell.
- b) Tell your parents and/or a member of staff.
- c) Identify the person, places and times when bullying takes place.

- d) Until the situation is resolved, is it possible to avoid these circumstances?
- e) Write to your teacher if it is difficult to talk about or leave a note in the School Feelings Box.
- f) Do not buy the bully off with presents or money.
- g) Do not just 'put up with it' as it will become worse.

41. These strategies will also be discussed and explained in Class by the Class Teacher.

## **Strategies for Parents/Guardians**

42. Strategies for Parents/Guardians are as follows:

- a) Encourage your son/daughter to talk about their day asking questions as appropriate.
- b) Be sensitive to any unusual behaviour in your son/daughter such as reluctance to attend school, feeling ill regularly, or not completing work to their normal standard.
- c) Inform your son/daughter's Class Teacher immediately if you feel your son/daughter may be a victim of bullying. We want to know as soon as possible, even if it is a false alarm.
- d) Give reassurance to your son/daughter if they are being bullied by telling them, for example, they are not in the wrong and encouraging them to ask for help.
- e) Remind your son/daughter of the School Policy concerning bullying and the support they will receive from staff.

## **Support**

43. At Rydes Hill we support the victims in the following ways:

- a) Offering them an immediate opportunity to talk about the experience with their Class Teacher or another member of staff if they choose.
- b) Discussing the incident(s) with the victim's parents/guardians.
- c) Taking steps to ensure they feel safe again and are helped to rebuild confidence and resilience.
- d) Offering continuing support when they feel they need it.
- e) They will not be excluded from school; even if it is thought it would be to their benefit.

44. At Rydes Hill we support the bully in the following ways:

- a) The person who has been named as being a bully will be invited to put forward his or her view point to senior staff.
- b) The person doing the bullying will be given support to develop his or her emotional skills and knowledge so that he or she learns how to behave in ways which do not cause harm in the future.



## Organisations for Help

Children’s Legal Centre (Family, Child & Education Legal Advice) CORAM

- Head Office [info@coramclc.org](mailto:info@coramclc.org)

KIDSCAPE Parents Helpline (Mon-Fri, 10.00am – 4.00pm)

- Telephone 020 7823 5430
- WhatsApp 07496 682785
- Website [www.kidscape.org.uk](http://www.kidscape.org.uk)

Family Lives (formerly Parentline Plus)

- Telephone 0808 800 2222

Bullying UK

- Website [www.bullying.co.uk](http://www.bullying.co.uk)

Youth Access

- Telephone 020 8772 9900
- Website [www.youthaccess.org.uk](http://www.youthaccess.org.uk)

Anti-Bullying Alliance

- Website [www.anti-bullyingalliance.org.uk/advice](http://www.anti-bullyingalliance.org.uk/advice)

NSPCC

- Website <https://www.nspcc.org.uk/>

## References

45. Preventing and tackling bullying – Advice for Headteachers, staff and Governing Bodies  
June 2017
46. Childnet International – [www.childnet.com/resources](http://www.childnet.com/resources)
47. Safeguarding children in a digital world
48. Kidscape Anti-bullying policy and procedures checklist for schools

## Related Policies

49. This Policy should be read in conjunction with:

- P02 Exclusion Policy
- P03 Pupil’s use of Computing, Mobile Telephones and other electronic devices policy

- P04 Safeguarding Policy and Procedures
- P16 Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy
- P17 Staff Handbook
- P50 Online Safety Policy
- The Parent Handbook

There are no appendices to this policy.