The Russell School
Anti-Bullying Policy

Policy Author	SLT
Policy Status	Recommended Policy
Review Cycle	Yearly
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Date of next review	August 2027

As a Rights Respecting School, The Russell strives to create a fully inclusive, nurturing environment where everyone feels happy, safe and secure and is enabled to thrive. The Russell School is a caring community which follows the core values of relationships, respect and resilience, encouraging children to develop a strong sense of morality. We use Regulation Mapping as our whole-school approach to supporting emotional regulation and self-regulation. Our positive relationships policy is built upon the foundation of the **United Nations Convention on the Rights of the Child (UNCRC)**, particularly:

Article 28: The Right to Education

Every child has the right to an education. At The Russell School, we recognise that when one child's behaviour disrupts the learning of others, it infringes upon their fundamental right to education.

Article 2: The Right to be Free from Discrimination

Every child has the right to be treated fairly and with respect, regardless of their background, identity, or needs. We celebrate diversity and create a culture of belonging where all children feel valued.

Article 12: The Right to be Heard

Children have the right to express their views and have them taken seriously. Our restorative approach ensures every voice is heard when resolving conflicts.

For children with SEND: Whilst our approach adapts and provides tailored strategies for children with additional needs, this does not mean children with SEND can behave inappropriately without restorative strategies. For these children, consequences and support plans will be designed in collaboration with parents and any professionals involved, ensuring they are appropriate, proportionate and developmental.

Bullying

The school does not accept bullying of any kind. Bullying can be defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying and intimidation cause emotional distress and are confronted at an early stage. Bullying is usually part of a pattern of behaviour rather than isolated incidents and frequently requires support to be given to the victim together with firm action being taken against the perpetrator.

Types of bullying:

- Physical (hitting, kicking, taking belongings)
- Verbal (name calling, insults, threats)
- Indirect (spreading rumours, excluding someone)
- Cyber-bullying (using technology to bully)
- Discriminatory (related to protected characteristics)

Cyber-Bullying:

The children are not allowed to use mobile phones on school premises and only brick phones can be brought into school. We are working with our community to become a Smartphone-Free School. Pupils are not permitted to wear smart watches or smart glasses in school and if these items are found, they will be confiscated. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item on-site:

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Pupils, parents/carers and staff are equally responsible for ensuring smart phones and smart devices are not accessible to children at school.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur outside school. As part of the PSHE Jigsaw and computing curriculum all pupils are taught about online safety and what to do if they are subjected to online bullying. In addition, the school delivers a yearly online safety day.

Cyber-bullying is a form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. The Russell Primary takes all forms of cyber-bullying very seriously. If the school is made aware of any forms of cyber-bullying all parents/carers concerned will be informed and support will be offered to all pupils involved.

Our Roles and Responsibilities

At The Russell School, we strongly believe that

Pupils who experience bullying, should

- be heard and know how to get help and support from others
- know who to talk to and where go to if they have a problem
- be offered targeted support so they feel safe
- be provided with opportunities and strategies to rebuild confidence and resilience
- be provided, when necessary, with a range of strategies to avoid potential opportunities to be bullied

Pupils who engage in bullying behaviour, should

- take responsibility for what they say and do
- be held to account, both individually and collectively, for their behaviour through an assertive round of questions
- learn how to behave in ways that do not hurt others, both physically and emotionally, by developing their awareness, skills and knowledge
- learn that they can take steps to repair the harm they have caused and restore positive relationships

The school should

- embrace anti-bullying within the work of the school through the Jigsaw PSHE program and provide appropriate curriculum opportunities
- promote a climate in which bullying and violence are not tolerated and cannot flourish
- ensure staff model positive relationships through their dialogue and actions using the Restorative Approach to enable all children to be heard and to understand and reflect on a situation
- make sure that all members of the school community are engaged in developing and reviewing the anti-bullying work of the school
- enable all children to be clear about the role they can take to prevent bullying, including the role of bystanders
- promote safe play areas
- work in partnership with parents/carers, associated professionals and community partners to promote a safe school and local communities
- take bullying seriously and record and review incidents of bullying on CPOMS
- Access EISS to support children's needs

Parents/Carers should

- understand that the school does not tolerate bullying
- understand that not all incidents of poor behaviour are bullying
- know how to report concerns and get help when their child is being bullied
- have confidence that the school will take any report of bullying seriously and investigate the concerns quickly

The Governing Body should

- ensure that there is a written statement of general principles (Education and Inspections Act 2006)
- promote the wellbeing of pupils by safeguarding and promoting the welfare of pupils (Education Act)
- together with the Headteacher, review the policy in terms of effectiveness and impact

Strategies used by the school to confront bullying

- This policy is implemented alongside the school's Developing Positive Relationships Policy
- As part of the school's PSHE and values work, planned opportunities are found to explore and discuss bullying in both class and assemblies
- Children are taught how to say 'STOP' when they find themselves in a situation in which they do not feel comfortable
- All incidents of bullying are taken seriously and dealt with quickly
- Children who are bullied can be asked to write down their concerns. For some, this is easier than talking about it
- In some cases an individual learning program may be used
- Staff use the Restorative Approach
- Those pupils who engage in bullying behaviour are made to account for their behaviour. For example, through the round of assertive questioning. They always have to apologise and demonstrate how their behaviour and actions are going to change for the better. The school's relationship policy is used to implement support when needed
- All staff dealing with bullying incidents will involve a member of the Senior Leadership Team
- Children are encouraged to identify a named 'special buddy' during playtimes and lunchtimes – staff awareness at playtimes and playtime observations
- The School Council is regularly involved in reviewing belonging and playground experiences
- Named staff support vulnerable pupils through direction by the Inclusion Lead/ SENCo. Progress is reviewed at a specially convened meeting
- Incidents of bullying are reviewed individually as recorded, and together on a termly basis, by the SLT
- All discriminatory behaviour is recorded in a separate log, reported to the LA and reviewed on a termly basis
- The school takes this aspect of school life very seriously and will work closely with parents / carers and children on all matters relating to their welfare