

The Richard Pate School



Anti-Bullying Policy

September 2026

1. Statement

This policy should be read as part of the School's safeguarding framework. Bullying may also constitute child-on-child abuse and/or indicate that a child is at risk of harm. Safeguarding is everyone's responsibility; staff must maintain an attitude of 'it could happen here', take a child-centred approach and act immediately where there is a safeguarding concern.

All staff must read Keeping Children Safe in Education 2026 (KCSIE 2026) Part One in full and follow the School's Safeguarding and Child Protection Policy and reporting procedures. The School recognises that children may not always feel able to report bullying or abuse and that the absence of reports does not mean it is not happening. Staff will remain professionally curious and alert to changes in behaviour, attendance, relationships, online activity and wellbeing.

This policy applies to all pupils in the School, including those in the Early Years Foundation Stage.

At The Richard Pate 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 where our pupils can learn and play, can talk about their worries, confident that an adult will listen and offer help.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents/guardians fairly and with consideration and we expect them to respect the staff, the School and each other, in return. All forms of bullying are unacceptable at our School and any instances will be recorded and, where appropriate, will result in disciplinary action. In our school community, we are committed to fostering a culture of inclusivity, respect and understanding for all pupils, including those from Gypsy, Roma and Traveller (GRT) backgrounds. Our anti-bullying and hate policy is designed to ensure that every pupil feels safe, valued, and supported, regardless of their cultural or ethnic background.

The Richard Pate School prides itself on its respect and mutual tolerance. Parents/ guardians have an important role in supporting the 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.

This policy is available to parents of pupils and prospective pupils on our website. It is also communicated to all staff and pupils.

2. Aims

The aim of this policy is to explain clearly:

- What bullying is and signs and symptoms;
- How we work to prevent bullying;
- How to report bullying; and
- Our procedure for investigating and dealing with reported bullying.

The DfE non-statutory advice on the prevention of bullying is contained in “Preventing and Tackling Bullying” (July 2017) and Cyberbullying: Advice for head teachers and school staff (2014).

The policy links with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

This policy should be read in conjunction with the following School Policies: Behaviour Management Policy, Equal Opportunities, Exclusions and Rules for Children.

3. Roles & Responsibilities

The Board of Trustees will obtain assurance that the School's anti-bullying arrangements are effective in practice and that leaders analyse bullying, discriminatory behaviour, child-on-child abuse and online incidents for patterns, repeat concerns and disproportionate impact on particular groups.

Where behaviour may be a safeguarding concern, the DSL/Deputy DSL must be informed without delay. Behaviour and disciplinary processes may run alongside safeguarding action, but must not replace it.

- The School has a legal responsibility for preventing and tackling bullying (under the Education Act 2002, Education & Inspection Act 2006 and The Equalities Act 2010).
- The DSL is responsible for reviewing and updating this policy annually alongside the School's SLT.
- The Headteacher is responsible for presenting this policy to Trustees annually for review.
- The Safeguarding Trustee is responsible for reviewing the School's bullying records at least annually but normally 6 monthly with the DSL when reviewing the School's safeguarding policies and procedures.
- All staff, pupils and parents / guardians are responsible for reporting suspected incidences of bullying, and being aware of the policy and working to prevent bullying.

4. Definitions

Bullying

Bullying may be repeated over time but a single serious incident can still constitute abuse, harassment, discrimination or another safeguarding concern and must be responded to appropriately. Staff must not wait for repetition before acting where a child may be at risk. Child-on-child abuse can occur inside or outside school and online. It can include bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships, physical abuse, sexual violence and sexual harassment, harmful sexual

behaviour, consensual or non-consensual sharing of nude or semi-nude images, upskirting, initiation/hazing-type violence and rituals, and abuse facilitated by technology.

Sexual harassment, sexual violence and harmful sexual behaviour are not tolerated and must never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The School will challenge inappropriate sexualised behaviour, sexism and misogyny and will consider whether apparently low-level behaviour forms part of a wider pattern.

Bullying is defined as deliberately hurtful behaviour towards another pupil or group either physically or emotionally often repeated over a period of time. Bullying results in pain and distress to the victim (referred to as the target hereafter), sometimes causing psychological damage and even in the most extreme cases suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can happen face-to-face or through cyberspace and comes in many different forms:

Verbal: Name calling, persistent teasing, mocking, taunting and threats.

Physical: Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliation, setting people up, graffiti and spreading rumours.

Cyber: see heading below 'Cyberbullying'.

Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation, where someone encourages others to bully, or joins in laughing at a target. Bullying is often hidden and subtle. It can be overt and intimidating.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

Cyberbullying

Cyberbullying and online abuse may occur through messaging, gaming, social media, group chats, image/video sharing, impersonation, exclusion, doxxing, threatening content or other digital services. It may occur wholly outside school but still affect a pupil's welfare or the School community.

Online abuse can include the creation, request, possession or sharing of digitally manipulated or AI-generated images, including deepfakes or sexualised imagery that appears to depict a real child. Any nude, semi-nude, intimate, sexualised or AI-manipulated imagery involving a child must be treated as a safeguarding concern and referred to the DSL/Deputy DSL without delay. Staff must not routinely view, copy, print, forward or save suspected intimate imagery.

Cyberbullying 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.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a target who cannot easily defend himself/herself.

Examples of cyber bullying:

Abusive comments, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.

Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.

Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.

Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.

Pressurising someone to do something they do not want to.

Bullying is not:

One-off incidents: Bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. The children may still need support to deal with these situations. We will take seriously all incidents and allegations, including one-off incidents and keep a record of these.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

5. Why are Young People Bullied?

Prejudice-based and discriminatory bullying may relate to actual or perceived protected characteristics, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, as well as SEND, family circumstances, appearance, health, care experience or other perceived difference. The School will make reasonable adjustments for disabled pupils and will monitor for patterns or disproportionate impact.

Children are most commonly bullied because of a real or perceived "difference" and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.

6. Effects of Bullying

The effects of bullying can be severe and can often continue long into adulthood and drive countless children into depression or self-harm. Some will even attempt or commit suicide.

When left unaccounted for, bullying doesn't just affect the target and the children who are bullying but everyone who is exposed to the environment in which it occurs - most commonly at school.

7. Impact on Bullied Children

Children who are bullied are more likely to:

- have low self-esteem;
- develop depression or anxiety;
- become socially withdrawn, isolated and lonely;
- have lower academic achievements due to avoiding or becoming disengaged with school;
- be unable to form trusting, healthy relationships with friends or partners in the future.

8. Impact on Children who Bully

Children who frequently bully others are more likely to:

- drop out of, or be expelled from school;
- engage in criminal behaviour;
- develop depression or anxiety;
- be abusive towards their sexual partners, spouses or children as adults.

Impact on bystanders

Children who witness bullying are more likely to:

- feel powerless;
- live in fear and guilt.

9. Impact on the School

If the School does not take significant action against bullying it is more likely to:

- create a negative environment based on a culture of fear and disrespect;
- have poor pupil engagement, staff retention and parent satisfaction;
- give pupils the impression that teachers have little control and do not care;
- instill insecurity, low self-esteem and lack of ambition in their pupils;
- fail in inspiring pupils to reach their full academic potential.

10. Impact on Families

- It can be very distressing / emotional to have unhappy child at home.
- Families may apportion blame and want to see sanctions applied immediately.
- It can cause families to fall out with one-another.
- Creates negative feeling towards the School.

11. Where might bullying take place?

Bullying can take place in the classroom but in most cases it happens outside of the classroom. It can take place in the playground, cloakrooms, corridors, toilets and changing rooms, on residential and day trips or in cyberspace (social websites, mobile phones, text messages, photographs and e-mail). It can take place during out of school group activities and between families.

12. Signs and Symptoms

Changes in behaviour, attendance, engagement, friendships, emotional wellbeing or online behaviour may also be indicators of abuse, neglect, exploitation or another safeguarding

concern. Staff must share safeguarding concerns with the DSL/Deputy DSL rather than treating them solely as a behaviour or bullying matter.

Pupils who are being bullied may show changes in behaviour or work patterns such as:

- Becoming shy, nervous or anxious;
- Feigning illness;
- Unwillingness to return to school;
- Taking unusual absences;
- Clinging to adults;
- Becoming moody, bad tempered or tearful;
- Lacking concentration;
- Lower standard of work or failure to produce work;
- Belongings suddenly going missing, or are damaged;
- Unexplained cuts and bruises;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the sick room with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers and recorded in accordance with the School's procedure (see below *p.8 16. Procedure for Dealing with Reported Bullying*).

13. Preventative Measures

Preventative education will explicitly teach age-appropriate respectful relationships, consent and personal boundaries, kindness and inclusion, safe online behaviour, how to report concerns and how to be an active bystander. Staff will challenge sexist, sexualised, racist, homophobic, transphobic, ableist and other discriminatory or derogatory language.

Supervision, pupil voice, safeguarding information and bullying records will be used together to identify locations, times, groups or contexts in which bullying or child-on-child abuse may be more likely to occur.

Bullying can take place in all schools, we aim to ensure that bullying does not become a problem by taking the following preventative measures:

Pupils

1. All new 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 those who report bullying in good faith will not be punished and will be supported, even anonymous reports of bullying;
2. We use appropriate assemblies to explain the School policy on bullying, including during national Anti-Bullying Week.

3. Our PSHE 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 messages about community involvement and taking care of each other and other people's property.
4. The children are involved in the prevention of bullying and when appropriate, these may include:
 - a. Writing a set of class or School rules.
 - b. Reading stories about bullying or having them read to a class or assembly.
 - c. Making up role-plays about what to do through scenarios of bullying.
 - d. Having discussions about bullying and why it matters that bullies are dealt with.
5. Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
6. Good and kind/polite behaviour is regularly rewarded. We aim to develop the children's tolerance and acceptance of all others and differing points of view as well as likes and dislikes. We will encourage and reward children for individuality (see Equal Opportunities Policy);
7. Children are fully supervised in some of the situations outside of the classroom where bullying might occur, such as playtimes and changing for games;
8. All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place;
9. Our notice boards display advice on where pupils can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline;
10. Our Year 6 Buddies and Monitors are on hand to help any children at break times.
11. Pupil questionnaires to assess pupil's personal wellbeing are conducted annually. Results of those surveys are discussed at Pastoral Meetings and individuals who present concerning responses are drawn to the attention of class and specialist teachers.

Staff

1. Upon induction, all new members of staff are given guidance on the School's anti-bullying policy and on how to react to and record allegations of bullying at The Richard Pate School;
2. All School staff understand the principles of the School policy, their legal responsibilities, actions to be taken to resolve and prevent problems and sources of further support;
3. All staff have completed training on anti-bullying and regular updates are given;
4. All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are flagged in School Manager in order that patterns of behaviour can be identified and monitored. Personal data is managed in line with statutory requirements;
5. We have a strong and experienced pastoral team of class teachers. We have allocated pastoral leaders, Mrs Jones in the Prep Dept, Mrs Miller-Howell for Juniors. All of these staff are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying;

6. In our weekly pastoral meetings guidance is given to other staff on handling and reporting incidents, and on the follow-up work with both targets and perpetrators.
7. Sessions are held (Here to Hear and Something to Say) where pupils can talk about their worries with Mental Health First Aiders (Mrs Lewis, Mr Chesworth and Mrs Miller-Howell).
8. 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.

Parents

1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
2. If they are not satisfied with the response, they should contact the pastoral leaders, Mrs Jones in the Prep Dept and Mrs Miller-Howell for the Juniors.
3. Parents have a responsibility to support the School's Anti-Bullying Policy by actively encouraging their child to be a positive member of the School.
4. We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this Anti-Bullying Policy.

14. Cyberbullying - Preventative Measures

From 1 September 2026, the School will have regard to the statutory DfE guidance on mobile phones in schools. The School is mobile-phone-free by default throughout the school day. Where a pupil has permission to bring a phone or other covered smart/communication device to school, it must remain inaccessible during the school day unless an authorised exception applies.

The School's filtering and monitoring arrangements will be reviewed in accordance with current DfE standards and safeguarding guidance. Online-safety education will include misinformation, scams, coercion, image-based abuse, AI/deepfake content, harmful online communities and how pupils can report concerns.

For the prevention of cyber-bullying, in addition to the measures described above, The School:

1. Expects all pupils to adhere to its E-Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
2. May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
3. Issues all Year 6 pupils with their own personal school email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed from school computers/ tablets;
4. Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, IT lessons and in assemblies which covers blocking, removing contacts from "friend" lists and sharing personal data;
5. Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;

6. Does not allow the children to bring mobile phones or other electronic equipment into School without permission from the Headteacher and arrangements for the class teacher to hold the phone during the School day;
7. Has a policy on taking, storing and using images of children;
8. Offers workshops for parents on safe Internet use;
9. Sends information home to help parents with keeping children safe at home. (See E-Safety Policy);
10. Visiting speakers including the NSPCC and Police;
11. All parents and pupils are required to sign to confirm that they understand and will adhere to the School's acceptable use policy for the safe use of the internet;
12. Provides training for staff.

15. Reporting Bullying

Pupils may report bullying or abuse in any way that feels safe to them. A child will not be required to confront another pupil, take part in mediation or repeat an account unnecessarily in order for the School to act. Staff will explain, in an age-appropriate way, what is likely to happen next and will take the child's wishes and feelings into account.

Reports involving sexual harassment, sexual violence, harmful sexual behaviour, intimate imagery, serious discriminatory abuse, coercion, exploitation, threats or other safeguarding concerns must be passed to the DSL/Deputy DSL immediately.

Pupils

If a child feels that they are being bullied, or they know of someone else being bullied, there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a teacher or adult whom they feel they can trust.
- Tell a friend.
- Tell a buddy.
- Discuss it as part of your Circle Time.
- Put a note in the Pupil Voice envelope or the Worry Box.
- Ring Childline and follow the advice given.

How the child feels **will not** be denied, ignored or played down.

Parents

- Parents are encouraged to report any concerns immediately to the class teacher in the first instance.
- Parents will be fully involved if their child is involved in any bullying situation.
- The matter will be taken seriously and the member of staff will then follow the School's procedure below.

16. Procedure for Dealing with Reported Bullying

The response will be child-centred and safeguarding-led. Staff will consider the needs and safety of the child who has been harmed, the child alleged to have caused harm and any other

children who may be affected. Where appropriate, the DSL will complete or review a risk and needs assessment and consider referrals to Children's Social Care, Family Help/early support, police or specialist services.

Safeguarding records will be factual and will record the concern/report, the child's wishes and feelings where appropriate, immediate protective action, decisions made, the rationale for those decisions, information shared, support offered, outcomes and review arrangements.

Restorative approaches or mediation will only be used where appropriate, safe and genuinely voluntary. They will not be used where they could place a child at further risk, minimise abuse, create pressure to reconcile or be inappropriate because of a power imbalance, sexual violence/harassment or another safeguarding concern.

Parents/carers will normally be informed and involved where appropriate. The DSL may decide not to inform a parent before sharing information or making a referral where doing so could increase risk to a child, prejudice an investigation or otherwise undermine safeguarding action. Data protection law is not a barrier to necessary safeguarding information-sharing.

The Richard Pate School will ensure that all instances of, or concerns about, bullying and cyberbullying on and away from School premises are easy to report, are taken seriously and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on our School Manager system in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.

Every case will be different, however if an incident of bullying is reported, the following framework procedure will be followed: (more detailed guidance to staff using this procedure can be found at Appendix A)

1. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved;
2. The class teacher will be informed immediately.
3. In most cases, the class teacher will investigate the incident(s), with the support of the relevant pastoral leader. If the incident(s) is more serious the DSL and Headteacher will be informed.
4. A decision will be made about who will look into the incident, including whether the police/ children's social care should be involved. Any bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is at this point that the DSL may need to refer to outside agencies (such as the police or children's social care). (See Safeguarding Policy)
5. The target will be interviewed as decided in 4 above. In most cases the target will be interviewed by the pastoral lead for that year group (Mrs Jones - Prep Dept and in her absence the class teacher; Mrs Miller-Howell and in her absence class teacher) with the class teacher in attendance. The contents of this interview will be recorded on School Manager; in Profiles / Meetings. The appropriate box will be flagged to help monitor patterns of behaviour relating to bullying and to keep staff fully informed.

The target will be praised for coming forward and showing courage to report the bullying. He/she will be told what will happen next, and that the objective will be to put a stop to the upsetting behaviour. He/she will be offered some initial immediate support to develop a

strategy to help him or herself. It will be made clear to him/ her why revenge or retaliation is inappropriate;

6. The perpetrator / perpetrators, and all others who were involved, will immediately be interviewed and the contents of this interview should be recorded in School Manager and the appropriate box flagged to help monitor patterns of behaviour relating to bullying. 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.
7. The class teacher and/or pastoral lead will consider the information collected, and agree a way forward. The DSL and Headteacher may be part of the discussion and will be immediately notified of the agreed actions.
8. The parents/ guardians of all parties will be informed and may be invited into School to discuss the matter. In clear bullying cases, this will be within 24 hours of the initial report. Their support will be sought;
9. A way forward for all parties concerned will be determined. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened (mediation/restorative justice) to help develop a strategy which enables all concerned to close the episode. Each pupil will be told that they will meet with the Pastoral Lead on a weekly basis to review their behaviour for three weeks and thereafter dependent on behaviour;
10. If necessary, disciplinary sanctions and counselling should be determined, and again where possible agreed with all parties. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Management Policy if appropriate;
11. Consideration should be given to children with Special Educational Needs and Disabilities in cases of misbehaviour and advice should be sought from class teachers and members of the SEN Department before sanctions are applied.
12. If the bullying is about a specific issue (e.g. death, divorce, disability) we will mount an educational programme about the problem but not focused on a particular child.
13. A monitoring and review strategy will be put in place and put on record;
14. Bullying incidents will be discussed regularly at Pastoral and staff meetings;
15. If initial attempts to stop the bullying fail, all parties will be interviewed by the Headteacher and DSL and appropriate disciplinary measures will be taken in accordance with the School's Behaviour Management Policy.
16. In very serious cases, and only after the Headteacher and DSL have been involved, it may be necessary to make a report to the Police or to Social Services. However, in many cases it will be possible to resolve such issues internally under this policy and the School's Behaviour Management Policy. Strong sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying.
17. Where a parent is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parents should refer to the School's complaints procedures as set out in the Complaints Policy on the School website.

17. Sanctions

Any sanction will be reasonable, proportionate and consistent with the Behaviour Policy. Before deciding on a sanction, the School will consider safeguarding information, age and development, SEND/disability, communication needs, medical needs, vulnerability and any reasonable adjustments required. Support and safeguarding action may be required alongside, or instead of, disciplinary action.

Where restrictive intervention is required to prevent harm, staff will follow the School's Restrictive Interventions Policy and current DfE guidance; restrictive intervention must never be used as a punishment.

When bullying is low level, we will try to mediate so that children are given a chance to resolve things peacefully. Some children do not appreciate the distress they are causing and are willing to change their behaviour. We also use Restorative Justice to allow children to reflect on their behaviour.

If initial attempts to stop the bullying fail then we will have to use sanctions.

The sanctions applied will be appropriate to the incident. They will be dealt with in different ways in the Prep and Junior Departments. We will ask all staff to keep a watchful eye on all parties.

In any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the School;

Nursery & EYFS Pupils

Even the youngest children at The Richard Pate School are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' 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. Mrs Hunte, Nursery Manager and Head of EYFS is in charge of the management of behaviour in the Nursery Department.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the Nursery Department; but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see Mrs Hunte or Mrs Jones (Head of Prep), who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed via a note in the homework diary/book bag when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the School to discuss the situation with their child's teacher and Mrs Hunte or Mrs Jones, to agree a joint way of handling the difficulty.

Prep

Sanctions will be applied in accordance with the procedure and may including the following:

1. Verbal Rebuke
2. Time out (i.e., withdrawal from an activity for a short period of time)
3. Phone call home to parents
4. Exclusion (Temporary or Permanent in cases of severe or persistent bullying) – see Exclusion Policy

Juniors

Sanctions will be applied in accordance with the procedure and may include the following:

1. Minus House Point
2. Time out (i.e. withdrawal from play time or an activity or trip – under supervision)
3. Restorative Justice – child talks about behaviour, how it affects other children, show empathy, writing sorry card including what they did, how the other person must have felt and what they will do from now on
4. Phone call home to parents
5. Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
6. Issue of a Blue Behaviour Report Card signed by the above as well as parents
7. In-school Suspension (under direct supervision of a member of staff throughout the day)
8. Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

18. Addressing Out-of-School Bullying

Safeguarding responsibilities apply to concerns arising outside school and online. The School will consider the impact on pupils and the School community, contextual risks and whether the matter indicates child-on-child abuse, exploitation or another safeguarding concern. The DSL must be involved where safeguarding thresholds may be met.

The School may take proportionate disciplinary action for conduct outside school where permitted by its Behaviour Policy, while recognising that safeguarding action and support may be required regardless of whether disciplinary jurisdiction applies.

Addressing out-of-school bullying requires a thoughtful and collaborative approach involving the school, parents and other relevant participants.

Step-by-step guide on how RPS might follow up on instances of bullying that occur outside of the school setting:

Receive and Document Reports:

- Encourage pupils, parents or community members to report incidents of out-of-school bullying to the school.
- Document all relevant details, including the nature of the incident, individuals involved and any available evidence.

Assessment and Evaluation:

- Review the reported incident to assess its severity and impact on the student(s) involved.
- Determine whether the incident falls within the school's jurisdiction and if any immediate action is required.
-

Communicate with Parents:

- Contact the parents or guardians of the pupils involved to discuss the reported incident.

- Share information about the school's commitment to addressing bullying both within and outside the school environment.

Gather Additional Information:

- If necessary, conduct interviews with the pupils involved, witnesses or other relevant parties to gather additional information.
- Maintain confidentiality while ensuring a thorough understanding of the situation.

Collaborate with External Authorities:

- If the out-of-school bullying involves criminal activities or serious threats, collaborate with police as needed.
- Cooperate with external authorities to ensure a comprehensive response to the incident.

Implement Support Measures:

- Offer support services such as counselling for the victim(s) and, if necessary, for the perpetrator(s).
- Develop and implement a plan to address the emotional and psychological impact of the bullying.

Educational Interventions:

- Use the incident as an opportunity for educational interventions, such as workshops or programs, to reinforce the importance of respect and kindness.

Disciplinary Actions:

- Apply appropriate disciplinary measures if the bullying incident is within the school's jurisdiction.
- Ensure that consequences are fair, consistent and proportionate to the severity of the behaviour.

Follow-Up with Parents and Pupils:

- Keep parents informed about the steps taken to address the out-of-school bullying incident.
- Follow up with the pupils involved to monitor their well-being and assess the effectiveness of support measures.

Prevention Strategies:

- Implement preventive measures, such as awareness campaigns, workshops and community engagement, to address the root causes of bullying.
- Work with parents and the community to create a supportive environment that fosters positive behaviour.

Documentation and Review:

- Document the school's response and actions taken to address the out-of-school bullying incident.
- Regularly review and update policies and procedures to enhance the effectiveness of the school's response to bullying.

Remember, communication and collaboration are key components of addressing bullying effectively. By involving all relevant parties and taking a comprehensive approach, schools can create an environment that promotes safety, respect, and well-being for all pupils.

19. Useful Sources of Information and Support

Childline: 0800 1111 (helpline for children) www.childline.org.uk

Kidscape: 08451 205 204 (helpline for adults only) www.kidscape.org.uk

NSPCC: 0207 825 2500 www.nspcc.org.uk

20. Related Policies

Child-on-Child Abuse and Harmful Sexual Behaviour
Restrictive Interventions
Taking, Storing and Using Images of Children
Mobile Phone arrangements / policy
Attendance / Children Missing Education
Safeguarding
E-Safety
Behaviour Management
Visitor's Agreement
Special Education Needs (SEN) and Learning Difficulties
Exclusions
Equal Opportunities
Complaints Procedure

21. Review

The policy will be reviewed at least annually and sooner following a significant incident, safeguarding learning review, inspection finding, change in statutory guidance or legislation, or relevant update to the Independent School Standards or current ISBA safeguarding/model-policy recommendations.

Monitoring will include analysis of bullying, discriminatory incidents, cyberbullying, child-on-child abuse, sexual harassment/HSB, serious sanctions and repeat concerns. Leaders will consider patterns by location, time, year group, SEND and protected characteristics, while respecting confidentiality.

APPENDIX A

Guidance to Staff Members when following the anti-bullying procedure:

1. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved;

IF A PUPIL COMES TO YOU ABOUT A BULLYING ISSUE:

They must be reassured that they have been listened to and taken seriously and that the matter will be investigated. If there is a serious concern about their immediate safety this must be reported immediately to the DSL.

IF A PARENT COMES TO YOU ABOUT A BULLYING ISSUE:

Although the parent has told you what has been going on, you really need to hear from the pupil who was the target of bullying. Explain to the parents that you are taking the problem seriously and that you will investigate, report back to them within an agreed timescale. Ask the parent to keep a diary, or to get an older child to keep their own diary of what goes on and who witnesses it. Give the parents a copy of the School's Anti-Bullying Policy (this can be found on the school website).

It is always best to keep notes of the conversation between you and the parent on the pupil's file on School Manager so there is an accurate record of what you were told and the action you have taken. This not only stops misunderstandings at a later date but also demonstrates the action you took when the bullying was reported.

2. The class teacher will be informed immediately (if it wasn't reported to the class teacher).
3. In most cases the class teacher will investigate the incident(s), with the support of the relevant pastoral leader. If the incident(s) is more serious the DSL and Headteacher will be informed.

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

4. A decision will be made about who will look into the incident, including whether the police/ children's social care should be involved. Any bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is at this point that the DSL may need to refer to outside agencies (such as the police or children's social care). (See Safeguarding Policy)
5. The target will be interviewed as decided in 4 above. In most cases the target will be interviewed by the pastoral lead for that year group (Mrs Jones - Prep Dept and in her

absence Mr Morgan; Mrs Miller-Howell – the Juniors and in her absence, Mr Morgan with the class teacher in attendance. The contents of this interview will be recorded on School Manager; in Profiles / Meetings. The appropriate box will be flagged to help monitor patterns of behaviour relating to bullying and to keep staff fully informed.

The target will be praised for coming forward and showing courage to report the bullying. He/she will be told what will happen next, and that the objective will be to put a stop to the upsetting behaviour. He/she will be offered some initial immediate support to develop a strategy to help him or herself. It will be made clear to him/ her why revenge or retaliation is inappropriate;

6. The perpetrator / perpetrators, and all others who were involved, will immediately be interviewed and the contents of this interview should be recorded in School Manager and the appropriate box flagged to help monitor patterns of behaviour relating to bullying. 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.

GUIDANCE ON CONDUCTING THE INTERVIEW - USE FORMS AT APPENDIX B

Interviews are best done outside the pupil's classroom. In most cases interviews should be conducted by the pastoral lead with another teacher (usually class teacher) in attendance but not engaging in the conversation. This should be done with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. The following may therefore be interviewed:

1. the child who is being bullied
2. the pupil accused of bullying
3. bystanders who were named as being present
4. other staff, teaching assistants and playground supervisors
5. other pupils who are not particular friends of either child

QUESTIONS TO CHILD WHO IS BEING BULLIED:

- How long has the bullying been going on?
- What has been happening?
- Where is it happening?
- Who was involved?
- Were other pupils around at the time?
- How is it affecting the child?
- Did the child tell a teacher or any other adult?
- What would they like to see change?

How to find out the real story: Try to interview the pupils accused of bullying in such a way that they don't have the opportunity to get together to make up stories.

QUESTIONS TO THE PUPIL ACCUSED OF BULLYING:

- Why they think they are there? If they don't know then explain what they are supposed to have done.
- What they think happened?
- Who was there?
- What led up to the incident?
- What their friends were doing while the incident was taking place?
- Whether any other pupils or adults were nearby?
- Is there anything they would like to see change?

The bully may admit the event occurred but it's worthwhile getting them to write it down anyway so you can talk to them about it in more detail later.

Bullies rarely admit what they have done so just because the bullies may be 'nice' children and high achievers from good families doesn't mean that they are not bullying someone else.

GROUP BULLYING:

If a group is involved, try to interview the pupils accused of bullying in such a way that they don't have the opportunity to get together to make up stories.

- Each member should be interviewed individually at first.
- Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

7. The class teacher and/or pastoral lead will consider the information collected, and agree a way forward. The DSL and Headteacher may be part of the discussion, and will be immediately notified of the agreed actions.

HOW TO PROCEED IF IT HAS BEEN ESTABLISHED THAT BULLYING HAS TAKEN PLACE:

Once you have all the facts and have established that bullying has taken place, you will need to decide how to proceed and what sanctions are suitable. Much depends on the nature of the bullying. You should explain to the pupil that what they have done constitutes bullying and that the School has a zero tolerance of this behaviour.

If it includes violence then you need to report this to the Headteacher or DSL. Schools should always consider calling in the police over violence where the attacker is over the age of criminal responsibility which is 10 in England and Wales. Explain to the bully why their actions were wrong and help them to understand that these actions could land them in trouble with the police later in life.

8. The parents/ guardians of all parties will be informed and may be invited into School to discuss the matter. In clear bullying cases this will be within 24 hours of the initial report. Their support will be sought;

Parents and pupils are required to co-operate with any investigation and assist the School in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

Not all parents are disappointed to learn of their child's behaviour and some may think their child is simply standing up for themselves. They may even be carrying out the parents' advice to 'hit back'.

9. A way forward for all parties concerned will be determined. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened (mediation/restorative justice) to help develop a strategy which enables all concerned to close the episode. Each pupil will be told that they will meet with the Pastoral Lead on a weekly basis to review their behavior for three weeks and thereafter dependent on

MEDIATION & GUIDELINES FOR MODIFYING BEHAVIOUR

When bullying is low level we will try to mediate so that children are given a chance to resolve things peacefully. Discuss changes that could be made to help. Some children do not appreciate the distress they are causing and are willing to change their behaviour.

Guidelines for modifying behaviour should be given to help develop a strategy which enables the children to move forward to close the episode. Ensure effective supervision and ask all staff to keep a watchful eye on all parties to monitor behaviour and review.

The plan of action will be initially recorded on the forms at APPENDIX C and also on School Manager. The School should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the School and the supports for their pupils.

behaviour.

10. If necessary, disciplinary sanctions and counselling should be determined and again, where possible, agreed with all parties. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Management Policy if

SANCTIONS

If initial attempts to stop the bullying fail then we will have to use sanctions to the bully and recognise suitable support, such as counselling for both parties. Normally the Pastoral Leader and Class Teacher will decide on appropriate sanctions (the DSL or Headteacher may be involved). They may include any or all of the following:

1. Minus House Point
2. Time out (i.e., withdrawal from play time or an activity or trip – under supervision)
3. Name in the Defaulters Book (but issue dealt with immediately)
4. Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
5. Issue of a Blue Behaviour Report Card signed by the above as well as parents
6. In-school Suspension (under direct supervision of a member of staff throughout the day)
7. Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

It is not appropriate to remove a bullied pupil to another class, it would be better to move the bully (although this would be an action of last resort). Neither is it appropriate to keep a bullied pupil in at break for their own safety. The bully should be the one to have their free time curtailed.

It is vital to keep parents informed of the action you are taking. There is nothing more frustrating or upsetting for a parent than to wait by the phone for a promised call which never comes or to have e-mails or letters ignored. This often leads to the problem escalating to the point where children are removed from school. When setting a timescale for investigating a bullying complaint staff should be realistic and take into account their other commitments.

It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the School;

SUPPORT FOR TARGET OF BULLYING

Ways to help them could include

- To find them a buddy
- To ensure they know exactly who to report to (pastoral support) if they feel upset or under pressure.
- Arrange regular update meetings with their pastoral support / one-to-one counselling.
- To find them things to do at break and lunchtime so they are not alone.

SUPPORT FOR THE PERPETRATOR

- It is vital that the perpetrator is also offered support, there could be other underlying reasons for the behaviour. For instance:
 - should the interview / mediation highlight areas of concern for the perpetrator (for example anger management) these will be addressed through counselling or other suitable support.
 - In some cases the perpetrator will be supported in changing a pattern of behaviour which may have become habit.

It is vital to keep parents informed of the action you are taking.

appropriate;

11. Consideration should be given to children with Special Educational Needs and Disabilities in cases of misbehaviour and advice should be sought from class teachers and members of the SEN Department before sanctions are applied.
12. If the bullying is about a specific issue (e.g. death, divorce, disability) we will mount an educational programme about the problem, but not focused on a particular child.
13. A monitoring and review strategy will be put in place and put on record;

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

14. Bullying incidents will be discussed regularly at Pastoral and staff meetings;
15. If initial attempts to stop the bullying fail all parties will be interviewed by the Headteacher and DSL, and appropriate disciplinary measures will be taken in accordance with the School's Behaviour Management Policy.

SHOULD BULLYING CONTINUE, APPROPRIATE SANCTIONS WILL BE GIVEN

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred further action needs to be considered.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or from the pastoral meetings or any other member of staff;

SANCTIONS COULD INCLUDE:

- Minus House Point
- Time out (i.e., withdrawal from play time or an activity or trip – under supervision)
- Name in the Defaulters Book (but issue dealt with immediately)
- Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
- Issue of a Blue Behaviour Report Card signed by the above as well as parents
- In-school Suspension (under direct supervision of a member of staff throughout the day)
- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

16. In very serious cases, and only after the Headteacher and DSL have been involved, it may be necessary to make a report to the Police or to Social Services. However, in many cases

it will be possible to resolve such issues internally under this policy and the School's Behaviour Management Policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

17. Where a parent is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parents should refer to the School's complaints procedures as set out in the Complaints Policy on the School's website.

APPENDIX B – INTERVIEW FORMS

TARGET NAME:

DATE:

STAFF:

How long has the bullying been going on?	
What has been happening?	
Where is it happening?	
Who was involved?	
Were other pupils around at the time?	
How is it affecting the child?	
Did the child tell a teacher or any other adult?	
What would they like to see change?	

CONFIDENTIAL

PERPETRATOR NAME:

DATE:

STAFF:

Why do you think you are here? <i>If the pupil is unable to answer, explain they have been accused of bullying - & what they have supposedly done. Ask them what they think happened.</i>	
Who was there?	
What led up to the incident?	
What their friends were doing while the incident was taking place?	
Whether any other pupils or adults were nearby?	
Is there anything they would like to see change?	

APPENDIX C – PLAN OF ACTION

CONFIDENTIAL

PLAN OF ACTION

Name:

MEDIATION: *Date*

FURTHER ACTION:

PARENTS INFORMED BY: MEETING EMAIL TELEPHONE **DATE:**
MEMBER OF STAFF:

DATE	REVIEW	PARENTS INFORMED

SHOULD BULLYING CONTINUE, APPROPRIATE SANCTIONS WILL BE GIVEN

- Minus House Point
- Time out (i.e., withdrawal from play time or an activity – under supervision)
- Name in the Pupils (but issue dealt with immediately)
- Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
- Issue of a Blue Behaviour Report Card signed by the above as well as parents
- In-school Suspension (under direct supervision of a member of staff throughout the day)
- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

Richard Pate School

Child-Friendly Anti-Bullying Statement

Bullying happens... **S**everal **T**imes **O**n **P**urpose

What to do..... **S**tart **T**elling **O**ther **P**eople

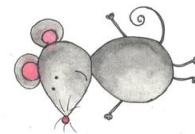
Together we can

STOP it!

Be like **Erik** and **Kire**



Speak Out
and Stay
Safe!



Empathy Respect Inclusion Kindness

(understands how
someone feels)

What is Bullying?

In our school, bullying is...

- hurting someone more than once,
- on purpose,
- by using behaviour or words which are meant to frighten or hurt that person.

Bullying can be...

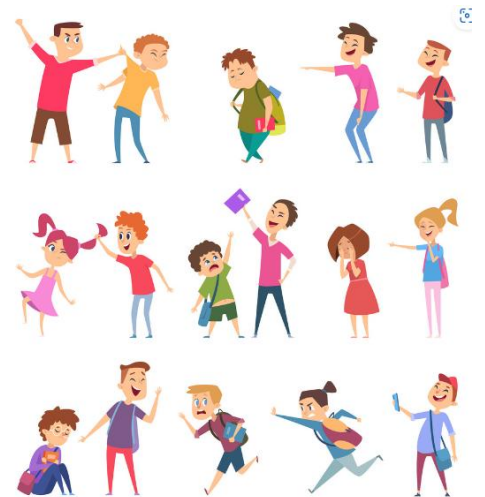
Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting or pushing.

Verbal: Being teased, name calling.

Written: Letters, notes, graffiti.

Cyber: Saying unkind things by text, e-mail and on the internet



If you are bullied:

DO

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.

- Walk away.
- Talk to a friend or a buddy.
- Get help.
- TELL SOMEONE, a teacher, a friend, an adult, a family member

- DON'T:**
- Do what they say.
 - Get angry or look upset.
 - Hit them.
 - Think it's your fault.
 - Hide it.

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Do ask the person to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening, TELL someone.

Who can I tell?

A Friend
 A buddy
 A Family Member
 Any Adult at School
 The Pupil Voice Envelope or the Worry Box
 Any Other Adult

Everyone at Richard Pate School will work together to:

- Make our school a place where everyone can feel safe and happy.

- Help everyone to get along with each other because we believe that everyone has the right to be who they are, remember, we are all different, we are all equal!
- Always treat bullying seriously

RPS Pupil Voice *suggestions for addressing bullies:*

- Usually there is a reason why people bully – find out why they are bullying, it may help them stop
- Make them understand how the other person feels, explain to them that it's not funny – they may not realise
- Saying sorry is not enough – they need to show it
- Miss a break to think about what they have done and what they can do to make it better
- Write an apology card
- Stay in and write out how they should behave
- Do something for the school to help e.g. tidying up or collecting litter
- No pudding
- Minus housepoint
- Miss privilege time
- Inform their parents
- Sit on the bench for 5 minutes to reflect
- Miss clubs
- If you stand and watch the bully and you do nothing, you are just as bad and should be treated like a bully

Remember: Be like Erik and Kire



Empathy Respect Inclusion Kindness

(Understands how
someone feels)

I have read, understood and agree with the RPS Children's Anti-bullying Statement

Signed

Date

Unkind or Racist Behaviour

& Understanding Young Children's Curiosity About Differences

At RPS, we are committed to creating an environment where every child feels safe, valued and respected. From time to time, questions or concerns may arise when a child makes a comment about another child's skin colour, hair texture or physical features and the following is how we approach these situations in line with expert guidance.

Curiosity is Natural, Not Racism

In the UK, organisations such as the NSPCC and EYFS recognise that young children under the age of 7 are naturally curious about the world around them. This includes noticing and commenting on differences such as skin colour, hair texture or physical features. According to the NSPCC and Early Years Foundation Stage (EYFS) guidance, these observations are part of typical development— comments based on noticing differences alone are usually not racist—they are part of normal development.

"Noticing difference is normal and can be a healthy part of understanding diversity."

— NSPCC & BBC Teach

Age-Appropriate Responses

Age	Typical Observation	Teacher Response
Under 5	Noticing different skin tones	Celebrate the diversity: "Some is brown, some is pink, some is darker brown—all beautiful." eyfs.info +10
4-6	May say "dirty" or "funny"	Gently correct language: "That word can hurt feelings—let's talk about skin tones instead."
7+	Awareness of stereotypes	Facilitate deeper discussion about fairness, equality, and history, modelling anti-racist values .

- **Under 5 years old:** Noticing skin tone ("That person is brown") is a natural curiosity. The NSPCC advises using these moments to celebrate diversity and talk about fairness rather than assuming prejudice .
- **Ages 4–6:** Children may unintentionally use negative language like "dirty" or "funny." Guidance suggests calmly correcting the misunderstanding and teaching respect and equality

- **7+ years:** Children begin to understand stereotypes. Parents and caregivers are encouraged to dispel generalisations and model respectful conversations about differences

Understanding Young Children’s Curiosity About Skin Colour: Curiosity is Natural, Not Racism

Children under the age of 7 are naturally curious about the world around them. This includes noticing and commenting on differences such as skin colour, hair texture or physical features. According to the NSPCC and Early Years Foundation Stage (EYFS) guidance, these observations are part of typical development—not acts of prejudice.

How We Respond to Unkind or Racial Comments

A Child Who Experiences Unkind or Racial Comments

When a young child experiences a comment about differences such as someone’s skin colour or hair texture, we take the following steps:

- respond immediately with calm reassurance. Use simple, age-appropriate language to explain that what happened was wrong and never acceptable. *“What happened was wrong and should not have been said to you. You are safe and I will help you.”*
- Acknowledge their feelings: sadness, confusion, anger or fear are all valid responses.
- The incident must be recorded and reported in line with RPS’s safeguarding and anti-bullying policies, with the Designated Safeguarding Lead informed.
- Ongoing emotional support should be offered to the child.
- Appropriate action taken with the other pupil involved, including restorative conversations where suitable.
- Both sets of parents should be informed sensitively.
- Continue to promote an inclusive and respectful environment through curriculum content and everyday practice, ensuring all children feel valued and protected.
- Continue to monitor children’s behaviour and well-being.

A Child Who Makes Unkind or Racist Comments

When a young child makes a comment about differences such as someone’s skin colour or hair texture, we take the following steps:

PREP DEPT.

- Respond calmly and positively to guide the child in understanding what they are noticing.
- Use the moment as a teaching opportunity, e.g., “Yes, people have different skin tones. That is one of the lovely ways we are all unique.”
- Help children reflect on how words can make others feel, even if not meant unkindly.
- Follow up with empathy and inclusion, ensuring that all children involved feel heard and supported.
- Record accurately in School Manager and inform KW and DSL.
- Inform all sets of parents

When a Concern is Raised

If a parent expresses that a comment was inappropriate or feels it may have been racist, we take that concern seriously. However, we also explain that:

- Children’s early comments about race are rarely meant to offend and usually reflect curiosity, not intent.
- Labelling young children as “racist” can be harmful and does not support their learning or wellbeing.
- We are here to support both children and families in navigating these conversations thoughtfully and respectfully.

Our Shared Role

Together, families and schools can help children grow into respectful, inclusive individuals. This can be supported at home by:

- Talking about differences in positive ways
- Reading inclusive children’s books
- Encouraging kind, open conversations about how we treat others

Key Sources

- NSPCC: “Talking to Children About Racism”
- BBC Teach: “The Colour of My Skin”

- Early Years Foundation Stage (EYFS) Framework
- usborne.com.
- Twinkl PSHE
- KCSIE

JUNIOR DEPT.

1. Address the Comment Immediately

- Intervene as soon as the comment is heard.
- Use calm, firm, and age-appropriate language. “We do not say things that could hurt others. Everyone is respected in our school.”
- Do not ignore it or dismiss it as “just a joke” or “children being children.”

2. Log and Report the Incident

- Record the incident in School Manager
- Inform the DSL and senior leadership if necessary.
- Determine whether this is a one-off or patterned behaviour.

3. Assess the Context and Understanding

- Consider:
 - The pupil’s age, developmental stage and understanding.
 - Was it an echo of language heard at home/media?
 - Was it targeted or reactive?
- Consult the school’s behaviour policy for tiered responses.

4. Engage in Restorative and Reflective Work

- Use restorative conversations (as per RPS Behaviour Policy) to help the child understand the impact of their words. “How might that have made someone feel?” “What could you say instead next time?”
- Offer age-appropriate PSHE support, reading, or small group sessions.
- Involve pastoral staff or counsellors if appropriate.

5. Communicate with Parents/Carers

- Arrange to speak with the parents of the pupil who made the comment:
 - Be factual and calm.
 - Avoid labelling the child; focus on learning and support.
 - Emphasise your role in partnership with parents.
- If another pupil was targeted or distressed:
 - Inform their parents and reassure them the matter is being taken seriously.
 - Offer pastoral or mentoring support where needed.

6. Apply Sanctions if Appropriate

- In line with RPS Behaviour Policy.
- May include:
 - A formal warning
 - Loss of privileges
 - Behaviour reflection work
 - Internal exclusion or fixed-term exclusion (in repeated or severe cases)

All sanctions should be paired with education and pastoral support.

Embed the Response in Whole-School Culture

- Revisit curriculum and assemblies to reinforce inclusion and anti-racism.
- Use quality texts and discussions to help children develop racial literacy.
- Ensure staff receive training on how to recognise and respond to racism.

Persistent Unkind or Racist Remarks

If the unwanted behaviour persists:

1. Reassess the Child's Understanding

- A child repeating racist or unkind remarks may not yet grasp their impact. Use one-on-one discussion to check:
 - "Do you know what that word means?"
 - "How do you think that made your friend feel?"
- Sometimes children repeat language they have heard at home, online or in play without context.

Source: DfE Behaviour in Schools 2022

"Pupils should be explicitly taught... the reasons why specific behaviours are unacceptable."

2. Increase Frequency and Depth of Intervention

- Move from general circle-time teaching to:
 - Individual support sessions with SENCO.
 - Use of specific storybooks or social stories about racism, empathy and kindness.
 - Role-play exercises to help them practise different, respectful responses.

3. Create a Behaviour Support Plan

- Documented plan with specific goals (e.g. "no unkind language for 2 weeks").
- Agreed strategies with staff and family.
- Clear consequences that are age-appropriate (loss of privilege, reflective time).

Source: Equality and Human Rights Commission

"Interventions must be tailored, proportionate and age-appropriate. Education is always the preferred first step, but repetition may warrant structured behaviour plans."

4. Work Closely with Parents

- Schedule regular check-ins.
- Ask:
 - "Has similar language come up at home?"
 - "Can we work together on reinforcing messages?"
- Offer parent education support if needed.

5. Involve Class Teacher, DSL & SENCO Staff to discuss

- Repeated incidents may signal:
 - Social communication difficulties
 - Trauma background
 - Lack of empathy development
 - Influences from home or media

6. Escalate if Safety or Wellbeing is Affected

If despite education and behaviour plans, the child continues to use racially derogatory language that causes repeated harm to others:

- Treat as a safeguarding or behaviour breach.
- Log all incidents, notify DSL and use staged sanctions under the behaviour policy.
- Exclusion may be considered **only** as a last resort if:
 - Behaviour is persistent, targeted and harmful.
 - Child has capacity to understand (determined by age/development).
 - Other strategies have failed.

Source: DfE Exclusion Guidance

“Exclusion must be lawful, reasonable and proportionate... especially for primary-aged children.”

Summary

Step Action

- 1 Recheck understanding – do they grasp the issue?
- 2 Increase 1:1 teaching – books, modelling, role play
- 3 Write a behaviour support plan with clear goals
- 4 Collaborate with parents consistently
- 5 Involve SENCO or DSL if red flags arise
- 6 Escalate if behaviour is persistent and harmful