REGENT PRIMARY SCHOOL

Anti-Bullying Policy

Reviewed by : September 2025
Previous Review: August 2022
Approved by the Board: Dec 2025
Date of Next Review Dec 2027

Policy Statement

At The Regent School, we recognise that bullying is harmful, unacceptable, and contrary to the rights and well-being of children. Every child has the right to learn in a safe, secure, and respectful environment free from all forms of bullying, discrimination, and harassment. We are committed to the prevention of bullying and the promotion of positive relationships, both in person and online, through education, clear procedures, and a safeguarding-first culture.

At The Regent School, we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them. Therefore, our mission is to:

- To develop a community of learning which is geared towards the holistic development of each student
- To prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- To provide information to all staff, volunteers, students and their families about what we should all do to prevent and deal with bullying
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student
- To value, within the total school community, self-respect, respect for others and for the environment
- To recognise and affirm the unique value and contribution of each individual student
- To nurture and empower our students to be confident and reliable guardians of their tomorrow

Aims of the Policy

This policy aims to:

- Promote a **culture of mutual respect, inclusion, and kindness**.
- Provide a **safe and supportive learning environment** for all students in our care
- Establish a **consistent and proactive response** to any bullying incident that may occur
- Ensure that everyone is mutually valued and respected regardless of gender, race, beliefs and ability
- Ensure a clear and shared understanding of what constitutes bullying.
- Encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self- discipline and to take responsibility for their own actions
- Create a happy atmosphere in which both parents and staff work together for the welfare of the students
- Ensure that there is a clear understanding of a definition of bullying and the reasons for it
- Make all those connected with the school aware of our opposition to bullying.
- Make clear, each person's responsibilities with regard to the eradication of bullying in our school.
- Comply with **KCSIE 2025**, **BSO safeguarding standards**, and **Nigerian Child Protection laws**

Roles and Responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the staff and parents/carers.

The DSL &DDSLs will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

Bullying is **repeated** behaviour that is **intended to hurt**, **threaten**, or **intimidate** another person or group, where there is a **real or perceived power imbalance**. It is likely to occur between students, but also between staff and students. Teasing and exclusion are less serious in that no physical harm is caused but can lead to just as much distress and unhappiness. In every case, there is an imbalance and abuse of power: the stronger (not necessarily the older or bigger) inflicting an abuse of his / her power upon a person who is somehow perceived as weaker. Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem.

It may be:

- **Physical** – hitting, pushing, unwanted physical contact.
- **Verbal** – name-calling, insults, racist/sexist/homophobic remarks.
- **Relational** – social exclusion, gossip, manipulation of friendships.
- **Cyberbullying** – abuse via digital devices: text, email, social media, chat rooms.

However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. The three common aspects in most definitions of bullying are that:

- It is a deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

By clear preventive steps and an open policy against bullying, we hope that The Regent School will remain as free as possible from the problem.

Bullying is not limited to student interactions — it may occur between staff and students or involve parents or visitors.

Key Roles and Responsibilities

The Headteacher:

- Holds overall responsibility for the policy and safeguarding culture.
- Oversees serious incidents and sanctions.

Designated Safeguarding Lead (DSL):

- Coordinates safeguarding and bullying prevention strategy.
- Monitors reports and ensures referrals and support as needed.

Anti-Bullying Coordinator (e.g. Heads of Department)*:*

- Implements and evaluates the effectiveness of anti-bullying measures.
- Ensures staff are trained and supported.
- Oversees the logging and review of bullying incidents.

All Staff:

- Are responsible for actively promoting anti-bullying values.
- Must report all concerns via the school's safeguarding reporting system (e.g., Scholarpack).
- Support pupils involved, whether targets or perpetrators.

Prevention and Education

The school uses a **whole-school approach**:

- **PSHE curriculum**, circle time, and assemblies explore bullying, empathy, and digital safety.
- "**Who Will Listen to Me?**" posters remind students of support networks.
- **Student voice** and leadership roles (e.g. peer mentors, prefects) are used to promote a positive culture.
- Regular training is provided to staff, including **cyberbullying and online conduct**.

Procedures for Responding to Bullying

Students:

- If you feel you are being "picked on" (or teased) tell a member of staff (Class Teacher or any other) in confidence
- If you see anyone being bullied (or teased) inform a member of staff immediately
- Never support bullying/a bully
- Do not accept a bully as afriend
- If you see anyone being bullied (or teased) inform a member of staff immediately
- Remember also that by doing and saying nothing, you are helping the bully
- Cyberbullying on social media or other online means is equally as bad as in-person bullying
- Be aware of the impact of online behaviour (e.g. group chats, social media).

Parents:

- Talk to your child and gently find out as much information as possible. Listen attentively to your child when he or she talks about the bullying. Your child's emotional expression is an important aspect of healing. Ask for details, but don't push too hard
- To ensure that trust is maintained with your child, be discreet at all times when dealing with the information they may give you
- Try to see both sides of any situation
- Give your child positive and constructive advice on how to deal with the situation over the next few days
- If the problem persists make contact with your child's Class Teacher. This could be done via email, a phone call through the school office or in person
- A meeting can be held with the relevant teacher in order to find a way forward to assist your child.

The school will always be willing to listen to any concerns that parents may have about the well-being of their child. Communication is very important.

Staff:

- Listen carefully to any student reporting a concern
- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun. and give the bully control of the situation
- Record all incidents clearly in Scholarpack (or safeguarding system)
- Treat all reports seriously – investigate and follow up promptly- Take action as quickly as possible, but give yourself time to think through the situation before reacting. Blame may not be one sided. Both victim(s) and alleged bully(ies) must be spoken to. Do not jump to conclusions
- Remember that a bully has often been bullied themselves either in school or at home – are there any other underlying Safeguarding issues
- Think hard about whether your action needs to be private or public
- Reassure the victim(s). Don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view and put himself or herself in his/her place.
- Deal with every bully in an appropriate way. Take into account your knowledge of him/her and which type of "punishment" would be effective for the bully. For example, some children will respond to a teacher's anger/disapproval by being mortified and by changing their behaviour; whereas others might be so used to hearing angry and disapproving words from adults that a teacher's anger would not be effective and so much more counselling could be necessary
- Remember it is known that the "blame - punishment" approach is flawed – the bully usually ends up feeling abused and vengeful. It does not encourage the bully to accept responsibility for their behaviour and try to change
- Refer persistent or serious cases to the Head of Department or SLT

Measures designed to support the school's policy

Students are told that bullying is not tolerated at The Regent School. This is reinforced by Class Teachers through PSHE, Circle Time and Assemblies, which focus on aspects of bullying and interpersonal relationships. Openness is encouraged.

Staff are advised on measures to prevent, detect and deal with bullying, whilst non- academic staff are encouraged to report unacceptable behaviour they witness and students who seem anxious or unhappy. Parental support and communication are encouraged.

The **"Who will listen to me?"** poster is displayed around the school. It is explained to students by Class Teachers emphasising the options open to them for communication of all problems to someone who will listen and help.

Reliance is placed on the Class Teachers, where students should feel they have access to a confidential 'ear' on a regular basis as they will see the pupils daily. They are alert to pick up an 'atmosphere' and unusual patterns of behaviour. PSHE lessons also provide an open forum for discussion where concerns can be voiced and support sought and offered. In addition, Duty Staff visit remote parts of the school regularly during the duty day. Children are encouraged to talk to any member of staff they feel comfortable with, if they feel they need someone to confide in.

Support and Intervention

- **All reported incidents** are logged and monitored for patterns or escalation
- **Restorative approaches** are used to rebuild relationships where appropriate
- **Counselling and support** will be offered to all involved
- **Behaviour contracts**, parental meetings, and sanctions may be applied to address persistent bullying
- Where necessary, the Headmaster will refer to **the Proprietress**

The Regent School's approach should be constructive and positive and not only punitive.

Involving others – DO

- Inform the Safe Guarding Lead, Heads of Departments or Year Group Leaders
- Inform colleagues if the incident arose out of an unexpected situation where everyone should be vigilant in the future
- Recording incidents of bullying on the Conduct log in Scholarpack should be completed by the appropriate member of staff. Relatively low-level bullying will be dealt with and recorded by the teacher. Heads of Department would record moderate and continuing bullying if they are dealing with it and the Senior Teacher, if it has reached that level of severity. It is likely that there would be history of logged incidents and strategies tried in the more serious cases.

Final steps- DO

- Make sure that the incident doesn't live on through reminders from you or others.
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid? DON'T

- Be over-protective and refuse to allow the victim to help him or herself

- Assume that the bully is bad through and through; try to look objectively at the behaviour with the bully. Deal with the incident not with the person

- Keep the whole incident a secret because you have dealt with it or if the victim asks you to

- Call in the parents without speaking to the Headmaster, Deputy Headmaster or Heads of Department first and without having a constructive plan to offer either side.

Sanctions

Sanctions are proportionate, purposeful, and aim to change behaviour. These may include:

- Behaviour warnings and parental notification
- Loss of privileges or exclusion from activities
- Internal exclusion or in severe cases, **temporary or permanent exclusion**, at the discretion of the Headteacher.

Cyberbullying
Cyberbullying is treated with the same seriousness as in-person bullying. The school provides guidance on:

- Safe and respectful online behaviour
- Reporting inappropriate messages or images
- Consequences of misuse of digital devices

Monitoring and Review

- All bullying incidents are reviewed termly by the DSL and shared with the Senior Leadership Team.
- An annual review of this policy will be conducted with input from staff, students, and parents.

In Summary:

- The Headmaster and his Staff take a very serious view of bullying and will investigate all cases with vigour and urgency
- The school's ethos encourages and supports an atmosphere of mutual respect and understanding.
- Pupils are assured that someone will listen to their version of events.
- Systems are in place to allow all staff to report concerns about pupils to the senior staff or Class Teacher.
- A meeting between the Headmaster/Deputy Headmaster and Head of Department and the parent (and if need be, the culprit or/and victim) will take place.
- Counselling by an appropriate person will be offered to all sides.
- The Regent School will undertake to remove from school on a temporary or permanent basis anyone who makes another person's life miserable. These decisions will be made at the discretion of the Headmaster

📌 Key Contact Personnel – Mrs Janet Umaru (DSL), Mr Shaun Stockden, Mrs Abiola Kudumi (DDSL)

This policy is to be used in conjunction with other safeguarding policies including:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Educational Visits Policy
- E-safety Policy
- Health and Safety Policy
- Safer Recruitment Policy