



Rawdah Montessori Primary School Anti-Bullying Policy

Version: 2.0

Reviewed: October 2025

Next Review Due: October 2026

1. Policy Statement

At Rawdah Montessori, we are committed to providing a safe, secure, and nurturing learning environment where all children can learn without anxiety or fear. **There is no place for bullying at Rawdah.** No one should have to 'suffer in silence'. Providing a safe and secure environment is essential to the short and long-term wellbeing of children, to raising achievement, promoting equality and diversity, and ensuring the safety and wellbeing of all members of our school community.

As a faith-based school, our Islamic values of respect, compassion, and justice underpin our approach. We believe that every child is created with dignity and deserves to be treated with kindness and respect.

This policy should be read in conjunction with the:

- **Behaviour Policy**
- **Safeguarding and Child Protection Policy**
- **Social Media and ICT Policy**
- **Equality and Diversity Policy**
- **Staff Code of Conduct**
- **Staff Anti-Bullying and Harassment Policy**

2. Legal Framework

This policy is guided by the following legislation and guidance:

Legislation / Guidance

Relevance

**Keeping Children Safe in Education
(KCSIE) 2025**

Part Two sets out safeguarding duties, including the need to tackle bullying and consider it as a safeguarding concern where appropriate .

Equality Act 2010

Protects pupils from discrimination and harassment related to protected characteristics .

Children Act 1989

Places a duty on schools to safeguard and promote the welfare of children.

Education Act 2011

Gives teachers powers to discipline pupils for misbehaviour outside of school premises .

**Preventing and Tackling Bullying
(DfE, 2017)**

Non-statutory advice providing schools with guidance on preventing and responding to bullying .

Legislation / Guidance

Relevance

Cyberbullying: Advice for

**headteachers and school staff (DfE,
2014)**

Specific guidance on cyberbullying (still current).

SEND Code of Practice (2015)

Recognises that children with SEND may be more vulnerable to
bullying .

Online Safety Act 2023

Strengthens protections against harmful online communications.

3. Aims

We will ensure that:

- A robust, zero-tolerance approach to bullying is implemented by everyone at the school.
- All parents, pupils, and staff are aware of the issue of bullying and the long-term effects it can have.
- Measures are put in place to prevent bullying from taking place.
- Pupils are involved in developing and reviewing an anti-bullying charter.
- A peaceful and harmonious community is built with strong shared values.
- Pro-social behaviour is actively encouraged.
- Pupils are empowered through Islamic teachings, the Montessori peace curriculum, and restorative approaches to resolve issues themselves.

- Early intervention is prioritised where an issue of potential or actual bullying is raised.
- All parents, pupils, and staff know how to implement the anti-bullying policy and procedures.
- All issues of bullying are taken seriously, and clear procedures are followed.
- The correct channels for reporting incidents are known to pupils, parents, and staff.

4. Definition of Bullying

The school adopts the DfE's definition of bullying, which identifies three key elements:

Bullying is behaviour that is:

- **Repeated:** Happens more than once or is part of a pattern.
- **Intentional:** Carried out deliberately to cause hurt.
- **Involves a power imbalance:** The person bullying has power over the person being bullied (e.g., by age, strength, popularity, or anonymity) .

Bullying can take many forms, including:

Type	Examples
Physical	Hitting, kicking, pushing, taking or damaging belongings.
Verbal	Name-calling, insults, teasing, racist or homophobic remarks.

Type	Examples
Social / Emotional	Spreading rumours, excluding from groups, gossiping, humiliating.
Cyberbullying	Using technology to bully (see Section 8).
Prejudice-Based	Bullying related to protected characteristics (see Section 9).

Note: A single incident of hurtful behaviour is not necessarily bullying, but it will still be addressed firmly under the **Behaviour Policy**. Repeated incidents will be treated as bullying.

5. What Bullying is NOT

It is important to distinguish bullying from other forms of peer conflict:

- **Friendship issues:** Children falling out, disagreements, or arguments are a normal part of growing up and are not usually bullying.
- **One-off incidents:** A single incident of unkindness or aggression should be addressed but does not necessarily constitute bullying.
- **Banter or rough play:** While not acceptable if it causes distress, this is different from targeted, repeated bullying.

All incidents will be investigated to determine whether they meet the definition of bullying. Regardless of the label, all unkind behaviour will be addressed.

6. The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. While some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may:

- See themselves as inadequate and friendless.
- Suffer from loss of confidence and low self-esteem.
- Experience anxiety, depression, or physical symptoms.
- Have difficulty concentrating or attending school.

Bullies may also suffer from long-lasting consequences. If offered no support, they may continue with bullying behaviour into their adult lives. For this reason, it is important that both the child being bullied and the child doing the bullying receive appropriate support.

7. Safeguarding Children

Under the Children Act 1989, a bullying incident should be addressed as a **child protection concern** when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' .

Where this is the case, the **Designated Safeguarding Lead (DSL)** will report the school's concerns to the local authority's children's social care (MASH).

Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

8. Cyberbullying

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can take many forms, including:

- Threatening or upsetting text messages
- Embarrassing pictures or video clips
- Abusive emails or social media posts
- Exclusion from online groups or chats
- Impersonation or fake accounts

8.1 Key Features of Cyberbullying

- **24/7 nature:** It can happen at any time, including outside school hours.
- **Wide audience:** Content can be shared rapidly and with a large audience.
- **Anonymity:** The perpetrator may attempt to remain anonymous.
- **Permanence:** Content can be difficult to remove once shared.

8.2 School Response

- Reports of cyberbullying will be investigated as with any allegation of bullying.
- Support will be offered to the person being bullied.
- Sanctions will be applied to the bully in line with the **Behaviour Policy**.
- Where cyberbullying involves school devices or networks, the **Social Media and ICT Policy** will apply.
- Where the behaviour could be criminal (e.g., threats, harassment), the school will involve the police.

8.3 Prevention

- Pupils receive age-appropriate online safety education as part of the curriculum.
- Parents are provided with guidance on keeping children safe online.
- Staff are trained to recognise and respond to cyberbullying.

For full details, see the separate **Social Media and ICT Policy**.

9. Prejudice-Based Bullying

Prejudice-based bullying is any form of bullying related to an individual's actual or perceived **protected characteristics** under the Equality Act 2010 .

9.1 Protected Characteristics

The relevant characteristics for pupils are:

- Age (though less relevant for pupil-to-pupil)

- Disability
- Gender reassignment
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

9.2 Forms of Prejudice-Based Bullying

- **Racist bullying:** Related to ethnicity, skin colour, nationality, or culture.
- **Homophobic, biphobic, or transphobic bullying:** Related to sexual orientation or gender identity.
- **Disablist bullying:** Related to special educational needs or disabilities.
- **Faith-based bullying:** Related to religion or belief.

9.3 School Response

- All prejudice-based incidents will be recorded and monitored.
- The school will challenge prejudice and promote respect through the curriculum.
- Staff will receive training on recognising and responding to prejudice-based bullying.

10. Signs of Bullying

Staff are trained to be vigilant for signs that a child may be experiencing bullying. These can include:

- Reluctance to come to school or changes in route to school
- Deterioration in schoolwork or concentration
- Unexplained bruises, scratches, or damage to belongings
- Withdrawal, distress, or anxiety
- Sleep disturbances or nightmares
- Eating disorders or changes in eating habits
- Asking for money or stealing money
- Possessions going missing
- Refusing to say what's wrong

These signs do not necessarily mean a child is being bullied, but they warrant investigation and support.

11. Prevention of Bullying

The prevention of bullying is our starting point. We use a range of strategies to create a positive school culture where bullying is less likely to occur.

11.1 Curriculum Strategies

- **Morning Meeting (Circle Time / Halaqah):** Pupils are encouraged to raise issues and talk about relationships.

- **PSHE and SMSC:** Lessons on respect, empathy, and diversity.
- **Montessori Peace Curriculum:** Teaching conflict resolution and respect for others.
- **Anti-Bullying Charter:** Developed with pupils and displayed in each classroom (see Appendix).

11.2 Whole School Strategies

- Clear expectations set out in the **Behaviour Policy**.
- Staff training on anti-bullying, positive behaviour management, and equality.
- A named **Anti-Bullying Lead** (usually the DSL or Behaviour Lead).
- Regular assemblies promoting kindness and inclusion.
- A confidential reporting system (e.g., worry boxes, trusted adults).

11.3 Environmental Strategies

- Careful design of the outdoor play space to reduce conflict.
- Active supervision during break and lunchtimes.
- Pupil leadership opportunities (e.g., playground buddies).

11.4 Working with Parents

We will work with parents to:

- Provide a clear message that we do not tolerate bullying.
- Ensure parents know how to report concerns.
- Ensure parents feel confident that complaints will be taken seriously and resolved.

Parents can help by:

- Encouraging their children to speak openly.
- Not promising to keep secrets, but reassuring their child they will help.
- Observing their child's reactions and helping them develop social skills.

12. Roles and Responsibilities

Role	Responsibilities
Governing Body	Monitor the implementation of this policy; ensure the school meets its duties under the Equality Act 2010.
Headteacher	Overall responsibility for the policy; ensure staff are trained; make decisions on sanctions and exclusions.
Designated Safeguarding Lead (DSL)	Oversee safeguarding aspects of bullying; refer cases to external agencies where necessary; monitor patterns.
Anti-Bullying Lead / Behaviour Lead	Coordinate the school's response to bullying; maintain records; support staff; report to SLT.

Role	Responsibilities
All Staff	Be vigilant; respond to incidents; record concerns; model positive behaviour.
Pupils	Treat others with respect; report bullying; support peers.
Parents	Report concerns; support the school's approach; reinforce messages at home.

13. Reporting and Responding to Bullying

13.1 How to Report

- **Pupils:** Tell any trusted adult (class teacher, teaching assistant, DSL, or Headteacher). Use the worry box if available.
- **Parents:** Contact the class teacher in the first instance, or the Headteacher if the concern is urgent or not resolved.
- **Staff:** Report any concerns immediately to the class teacher, DSL, or Anti-Bullying Lead.

13.2 Responding to an Incident

All reports will be taken seriously and investigated promptly.

Step	Action
1. Listen	Listen to the child who has reported bullying. Reassure them and explain what will happen next.
2. Record	Record the incident on the school's Behaviour Log or Anti-Bullying Log , including dates, times, and names of those involved.
3. Investigate	Speak separately to all parties involved, including witnesses. Gather written or verbal accounts.
4. Assess	Determine whether the incident meets the definition of bullying (repetition, intent, power imbalance).
5. Respond	Take appropriate action (see Section 14).
6. Inform	Inform parents of both the child being bullied and the child doing the bullying, where appropriate.
7. Monitor	Monitor the situation to ensure the bullying does not continue.

14. Sanctions and Support

14.1 For the Child Being Bullied

- Reassurance and emotional support.
- Regular check-ins with a trusted adult.
- Strategies to build confidence and assertiveness.

- Referral to external support if needed (e.g., counselling).

14.2 For the Child Doing the Bullying

- Clear explanation of why their behaviour is unacceptable.
- Sanctions in line with the **Behaviour Policy**, which may include:
 - Verbal warning
 - Loss of privileges
 - Internal exclusion
 - Fixed-term suspension
 - Permanent exclusion (in very serious cases)
- Support to help them understand the impact of their behaviour and change it.
- Involvement of parents to reinforce messages at home.
- Referral to external agencies if underlying issues are identified (e.g., family support, counselling).

14.3 Restorative Approaches

Where appropriate, we will use **restorative approaches** to:

- Help the child doing the bullying understand the harm they have caused.
- Allow the child being bullied to express how they feel.
- Agree on actions to repair the relationship and prevent recurrence.

14.4 Criminal Behaviour

If the behaviour could be criminal (e.g., assault, harassment, threats), the school will involve the police. This is particularly relevant for cyberbullying, which may constitute an offence under the **Malicious Communications Act 1988**, **Communications Act 2003**, or **Online Safety Act 2023**.

15. Recording and Monitoring

- All bullying incidents and prejudice-based incidents will be recorded on the school's **Anti-Bullying Log**.
- The log will include:
 - Date and location of incident
 - Names of those involved
 - Type of bullying (including any protected characteristic)
 - Action taken
 - Outcome
- The log will be reviewed termly by the DSL and Headteacher to identify patterns and evaluate the effectiveness of prevention strategies.
- Records will be stored securely in line with the **Data Protection Policy**.

16. Bullying Outside of School Premises

Teachers have the power to discipline pupils for misbehaviour outside of school premises, to an extent that is considered "reasonable".

Where bullying outside of school is reported:

- If it involves pupils from Rawdah Montessori, the school will investigate and may take disciplinary action.
- If the behaviour could be criminal, the police will be informed.
- The school will advise parents on further steps they can take, including:
 - Reporting to the police.
 - Contacting the transport company if bullying occurs on public transport.
 - Contacting the headteacher of another school if pupils from that school are involved.
 - Mapping safe routes to school.

17. Staff Bullying

This policy primarily addresses **pupil-to-pupil bullying**. For concerns about:

- **Staff bullying pupils:** This should be reported immediately to the DSL and will be handled under the **Safeguarding and Child Protection Policy** and **Staff Code of Conduct**.
- **Staff-to-staff bullying:** This is covered by the separate **Staff Anti-Bullying and Harassment Policy**.

18. Training and Awareness

- All staff receive training on anti-bullying as part of their induction and annually thereafter.
- Training covers:
 - Recognising bullying and prejudice-based incidents.
 - Responding effectively and consistently.
 - Recording and reporting procedures.
 - The school's duties under the Equality Act 2010.
- Pupils receive age-appropriate education on bullying, respect, and online safety.
- Parents are provided with information on the school's approach to bullying.

19. Monitoring and Review

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following:

- A significant bullying incident.
- Changes to legislation or statutory guidance.
- A recommendation from an external audit or inspection.

The review will include analysis of bullying logs, feedback from pupils and parents, and evaluation of prevention strategies.

Appendix – Our Anti-Bullying Charter

Developed with pupils and displayed in each classroom.

"We want Rawdah Montessori to be a safe and secure place where everyone is supported and encouraged to be the best they can be."

How can we keep our school a safe and happy school?

- ✓ Respect each other
- ✓ Include one another
- ✓ Be friendly and polite
- ✓ Show consideration
- ✓ Share with others
- ✓ Make people feel welcome
- ✓ Support each other
- ✓ Don't make people feel alone
- ✓ Keep your eyes open to make sure others around you are okay
- ✓ Help each other in situations that upset them
- ✓ Take responsibility for your own actions

All people deserve to:

- Feel safe
- Have friends
- Be ourselves
- Be accepted for who we are
- Have our own opinion
- Be heard

- Be cared for, helped and supported
- Know we're not alone
- Be happy

We understand that bullying is an unfair use of power, which is done on purpose and keeps happening.

We know that the best thing to do if you are bullied or witness bullying is to tell a teacher.

We agree to all the above and will help to make our school a safe and happy place for everyone.

Signed by all new pupils annually.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	Chair: Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	Chair:
	Headteacher	Headteacher: