



Ranelagh Primary School

Pauls Road Ipswich IP2 0AN

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Headteacher: Mrs O Hopper

Anti-Bullying and Prejudice-Related Incidents Policy

Date: 28th September 2026

Next Review due: Autumn 2027

Signed by:

Chair of Governors

Signed by:

Headteacher



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1. Introduction

This policy should be read alongside the school's **Behaviour Policy**, **Child Protection and Safeguarding Policy**, **Online Safety Policy**, and **Prevent Risk Assessment**. Together, these documents support our duty to maintain and improve the safety, welfare and happiness of all children.

This policy has been developed in consultation with **staff, governors, pupils and parents**, and incorporates:

- Local Authority *Advice and Guidance on Dealing with Prejudice-Related Incidents in Schools (2009)*
- Statutory DfE guidance including *Keeping Children Safe in Education (KCSIE)*, *Searching, Screening and Confiscation*, *Working Together to Safeguard Children*
- Updated online safety and **AI-related safeguarding guidance for schools**

Our school is committed to fostering a community where **bullying, harassment, prejudice, discrimination and peer-on-peer abuse are never tolerated**.

2. Aims of the Policy

We aim to:

- Ensure all children feel **safe, happy and secure** in school.
- Ensure that pupils, parents, staff and governors clearly understand **what bullying and prejudice-related behaviour are** and the impact they have.
- Provide clear, consistent **procedures for reporting, recording and responding** to incidents.
- Eliminate racism, sexism, homophobia, transphobia, ableism and all forms of discrimination.
- Encourage responsible behaviour, empathy and respect, in line with the Behaviour Policy.



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- Deliver a curriculum that explicitly teaches why bullying/prejudice is unacceptable and how children should respond safely.
- Promote safe use of technology, including **AI-powered tools**, to protect pupils from online bullying, manipulation, misinformation and harm.

3. Underlying Principles

- All children are entitled to an education that **respects their identity** and is free from harassment or discrimination.
- Bullying and prejudice-related behaviour can significantly affect a child's **health, emotional wellbeing and achievement**.
- Responses should be rooted in safeguarding and aligned with the Behaviour and Anti-Bullying policies.
- All concerns must be taken seriously, investigated thoroughly, and recorded appropriately.
- Parents, carers and pupils should be kept informed sensitively at every stage of an investigation.
- The school will remain **open, transparent and accountable** in addressing prejudice-related incidents.

4. Definitions

4.1 Bullying (Child-on-Child Abuse)

Aligned with KCSIE, bullying is **repeated, deliberate behaviour** that causes physical or emotional harm. Bullying may include:

- *Cyberbullying*
- *Physical abuse* (hitting, kicking, biting, etc.)
- *Verbal abuse* (name-calling, insults, threats)
- *Sexual harassment or sexual violence*
- *Upskirting*
- *Sexting / youth-produced sexual imagery*
- *Hazing or initiation behaviours*

Even when harm is not intentionally caused, behaviour may still be considered bullying depending on age/understanding.

4.2 Prejudice-Related Incidents



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Any incident perceived by the **victim or any other person** to be motivated by prejudice regarding:

- Race or ethnicity
- Religion or belief
- Disability or neurodiversity
- Sex, gender or gender identity
- Sexual orientation
- Language, nationality or culture

4.3 Forms of Bullying/Prejudice-Related Behaviour

Includes—but is not limited to:

- **Verbal:** insults, slurs, prejudice-based “jokes”
- **Written:** discriminatory notes, texts, emails, online posts
- **Graffiti**
- **Physical behaviours**
- **Intimidation or coercion**
- **Extortion**
- **Damage to property**
- **Social exclusion / relational aggression**
- **Rumour-spreading**
- **Cyberbullying** (see updated section below)
- **Sexual violence or harassment**
- **Prejudice-related symbols, clothing or propaganda**

5. Updated Online Safety & AI-Related Safeguarding

In line with updated national expectations, the school teaches pupils to use digital technologies safely and responsibly. This includes:

5.1 Cyberbullying

- Use of phones, messaging apps, gaming platforms, or social media to cause harm.
- Pupils are taught about privacy, digital footprint, reporting tools and safe communication.

5.2 AI Safety in Primary Schools

Given the increasing use of AI tools:



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- Pupils are taught that **AI tools can make mistakes**, produce false information or be manipulated by others.
- AI systems are **not used unsupervised** by pupils.
- Staff receive training in **safe and ethical AI use**, including data protection, misinformation and safeguarding concerns.
- The school educates pupils about:
 - Not sharing personal information with AI systems
 - Recognising AI-generated content
 - Understanding deepfakes and misinformation
 - Reporting anything online that makes them feel unsafe

These measures are embedded in the Computing and PSHE curriculum.

6. Distinguishing Normal Peer Conflict from Bullying

Normal Peer Conflict

Equal power or friends
Happens occasionally
Accidental, not targeted
No goal of control
Shows remorse

Bullying

Imbalance of power
Repeated or sustained
Deliberate or persistent
Seeks power, dominance or harm
Little or no remorse

7. Preventing Bullying and Prejudice

We work proactively to reduce incidents by:

- Teaching about bullying, prejudice and protected characteristics in **PSHE, RSE and assemblies**
- Ensuring safe, structured **playtime and lunchtime environments**
- Maintaining consistent behaviour expectations
- Celebrating diversity and inclusion across the curriculum
- Promoting pupil voice and conducting regular pupil surveys
- Marking **Anti-Bullying Week** and promoting kindness initiatives
- Ensuring staff model respectful behaviours
- Ensuring parents are informed and supported



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8. Signs and Symptoms

Staff monitor for signs such as withdrawal, sudden changes in behaviour, damaged belongings, reluctance to attend school, unexplained injuries, anxiety, changes in friendships, or changes in online habits.

All concerns must be **reported and investigated**.

9. Preventing Radicalisation

Pupils experiencing bullying may be more vulnerable to extremist narratives.

The school follows the **Prevent Duty**, monitors risk factors, and uses its Prevent Risk Assessment to guide interventions.

10. Responding to Incidents

Every prejudice or bullying incident is treated seriously. Staff must:

1. Respond immediately and calmly
2. Challenge inappropriate behaviour
3. Provide support to the victim
4. Investigate impartially
5. Record the incident on **CPOMS**
6. Inform parents/carers as appropriate
7. Follow behaviour consequences consistently
8. Offer restorative opportunities when appropriate
9. Make referrals to the safeguarding team if required

Consequences may include:

- Apology and restorative work
- Loss of privileges or playtime
- Behaviour plan or report card
- Meetings with parents
- Internal isolation



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- Exclusion (fixed-term or permanent) where serious or repeated

11. Support for Pupils

Support for Victims

- Time with a trusted adult
- Emotional support/nurture provision
- Peer support or buddy system
- Home-school communication
- Safe space arrangements at breaks

Support for Perpetrators

- Restorative conversations
- Social skills or emotional regulation support
- Nurture or pastoral programmes
- Behaviour mentoring
- External agency support if required

The aim is to address root causes and prevent recurrence.

12. Recording and Reporting

- All incidents are recorded on **CPOMS**.
- The Headteacher/Deputy monitors patterns and actions.
- Trends are reported **termly to governors**.
- Racist incidents must be reported to the **Local Authority** as required.

Staff should record an incident if:

- Anyone was offended or upset
- A member of the relevant community would reasonably be offended
- The language/behaviour used was derogatory or discriminatory

If in doubt: record it.

13. Review



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This policy will be reviewed **annually** or sooner if required by new legislation or statutory guidance.