Anti-bullying Policy

ROOD END
Primary School

Approved by:	Full Governing Board	**Date:** 22nd September 2026
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Anti-Bullying Policy

Values

At Rood End Primary School, we constantly promote our 'We R Rich' values emphasise our expectation for pupils to always be 'Ready, Respectful and Safe'. However, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- • Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- • Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- • Foster good relations between people who share a protected characteristic and people who do not share it.

This policy is closely linked with our Behaviour Policy, Equality Policy, SEND Policy, SEMH Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Rood End Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;

- Bullying usually happens when the relationship is imbalanced;

- It could be prejudice-based or discriminatory

Types of Bullying

- Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- Racist Bullying

  This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

- Homophobic Bullying
  This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

- Vulnerable Groups
  We recognise that some groups of pupils may be more vulnerable to bullying, including:
    - Looked After Children
    - Children having caring responsibilities
    - Gypsy, Roma and Traveller children
    - Children with Special Educational Needs or Disabilities (SEND)
    - Children from ethnic minorities
    - Children entitled to Free School Meals
    - Children for whom English is an Additional Language
    - Children who are perceived to be gay, lesbian, bisexual or transsexual
    - Those suffering from health problems, including mental health

<u>Signs of Bullying</u>

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Online safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Online-safety workshops are held to raise parents' awareness of cyber-bullying, amongst other online issues such as pupil wellbeing, safeguarding and best practise. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied, and may do so through our 'Worry Wallets'.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Be non-judgemental
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember:

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it