



# Rothwell Primary School

## Anti-Bullying Policy

Written: June 2022 by Lauren Robinson	
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Working together to



our potential.

# **Rothwell Primary School**

## **Anti-Bullying Policy**

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils at Rothwell Primary School. It is important that all our children enjoy coming to school so they can learn and socialise with other peers in a secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

### **Definition of Bullying**

The staff and governors of Rothwell Primary School accept the definition of bullying as being deliberate, persistent, intimidating behaviour that causes physical or psychological distress and harm to the victim.

Repetition: Incidents that are not one-offs; they are frequent and happen over an extended period of time.

Intent: The perpetrator means to cause harm including verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Bullying is generally based on unequal power relations between pupils/ groups.

### **Peer on Peer abuse**

At Rothwell Primary we recognise that peer on peer abuse is a significant safeguarding priority. Peer on peer abuse occurs when a young person/ child is bullied, harmed and exploited. Peer and peer abuse consists of any form of abuse outlined below between children.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting
- **Physical** – pushing, kicking, hitting or any use of violence; unwanted physical contact
- **Racist** – isolating/targeting someone as a result of their race; including racist name calling
- **Religious**- isolating/ targeting someone because of their faith/beliefs.
- **Homophobic** – isolating/targeting someone because of someone's sexuality/ identity.
- **Verbal** – name calling, sarcasm, spreading rumours and teasing
- **Cyber-bullying** –unkind behaviours such as name calling, teasing, spreading rumours by e-mail, social networking sites or text
- **Sexual Abuse**- Bullying behaviour that has a physical, psychological, verbal or non-verbal derogatory language or dynamic that humiliates or intimidates and makes another person feel uncomfortable.
- **Coercive Control**- This is characterised by a pattern of ongoing acts including intimidating, malicious, humiliation and threat's being made towards an individual/ group.

### **Objectives of this Policy**

- All governors, staff, parents and pupils should have an understanding of the school's anti bullying policy, have an understanding on what bullying is and how to report any bullying incidents.
- All governors and staff should know what the school policy is on bullying and ensure that this is followed where required when bullying is reported.
- To provide individuals with an understanding on the different form of bullying and the impacts this can have on others.

### **Cyber Bullying**

As with any form of bullying, we take cyber bullying very seriously.

*Cyber bullying can be:*

- *Text messaging*
- *Picture/video clip bullying via mobile phone cameras*
- *Phone calls via mobile phone*
- *E-mails*

- *Chat room bullying*
- *Bullying via social networking/gaming sites*

If incidents of cyber bullying are reported to staff in school, they should be investigated and parents made aware of the situation, with sanctions put in place as appropriate.

### **Indicators of Bullying**

At Rothwell Primary school we recognise the impacts/ indicators of bullying on an individual. These can include:

#### ***Emotional and behavioural signs of bullying***

- Changes in sleep and eating patterns/ routines
- Frequent episodes of feeling upset, anxious or angry
- Variation of different moods.
- Feeling ill and not wanting to go to school.
- Becoming withdrawn, may be frightened to talk about what is happening.
- Being wary of whereabouts/ who is around them.

#### ***Physical signs of bullying***

- Unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings/ clothes
- Feeling ill, stomach aches, feeling sick.

#### ***School signs of bullying***

- Doesn't want to go to school or wants to go home from school.
- Changes their route to school or are frightened of whereabouts/ walking to and from school.
- Difficulties raised with learning needs, appearing withdrawn/ distracted in class.

### ***Other signs of bullying***

- Often alone or excluded from friendship groups at school.
- Feelings of isolation
- A frequent target for teasing, mimicking, or ridicule at school
- Unable to speak up in class and appears insecure.

### **Procedures**

1. All incidents of bullying should be reported to a member of staff at Rothwell Primary School. These incidents will always be taken seriously and investigated following our school behaviour policy. If the matter cannot be resolved in the first instance, it will be passed on to a member of the Inclusion Team or a member of the Senior Leadership team as appropriate so this can be investigated further.
2. Children are made aware through assemblies, PSHE lessons and British Values that they can approach any member of staff for help. Within each year group ways to communicate any concerns, especially around bullying are promoted. Examples on forms of communication to report any concerns include worry boxes that are based within each class, school council well-being ambassadors and promotion of safe spaces to talk to a member of the pastoral team. These will be followed up by a member of the Inclusion team such as learning mentor and/or senior leadership team.
3. Parents will be informed through telephone call and/or be asked to come into a meeting to discuss the problem. It is anticipated that parents of the children involved will be seen separately, in order to allow the meetings to be objective and preserve family privacy if there are issues that arise.
4. All instances of bullying are recorded and documented by a member of the Inclusion Team. This includes any reported instances of homophobic/ hate language in school.
5. Through discussion and restorative mediation, the perpetrator/s will be helped to change and reflect on their behaviour to promote better outcomes. Sanctions will be put into place if there is clear evidence that bullying has taken place.

6. After the incident has been investigated and dealt with accordingly, monitoring by staff will take place to ensure that there is no recurrence of the bullying behaviour.

7. New staff and pupils will be made aware of the Anti-bullying policy to ensure consistency and help promote a positive, friendly and caring school culture.

8. Further support may be required from external services as well as pastoral support at Rothwell Primary as a result of bullying.

### **Monitoring**

Monitoring by the headteacher, deputy head and senior staff will identify progress, showing whether the anti-bullying policy is effective. Records such as discussions with children, parent questionnaires, staff questionnaires and pupil questionnaires are all used for monitoring.

### **Prevention**

- We use the following methods to help children prevent bullying:
- School code of conduct
- Class rules, behaviour policy and recognition boards
- Assemblies
- Anti-bullying week
- General bullying issues discussed at school council meetings
- Circle time/PSHCE lessons/ British Values
- Lessons on cyber-bullying
- Class discussions about bullying
- Worry box
- Bully buddies
- An inclusive curriculum, which promotes mutual respect
- PSHE curriculum – mind mate lessons promoting awareness of social and emotional mental health.
- Training/ awareness letters for parents on internet safety.
- Lunch time club and activities at lunchtime encouraged by lunchtime staff, for those who find this time difficult.
- Promotion of support through NSPCC.

## **Support**

At Rothwell Primary School we understand the social and emotional impacts that bullying can cause. It is important to ensure that pupils are entitled to appropriate support to help meet any presenting emotional/ social needs following on from bullying incidents.

*The support we offer include:*

- *Pastoral check in's members of the Inclusion team.*
- *Signpost to social and emotional intervention support groups.*
- *External support – This may be further support such as counselling support from 'Rothwell Cluster'.*
- *Bully buddies (school council well-being ambassadors)*
- *Further monitoring following bullying incidents.*

*Useful Links:*

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

[Worried about bullying? - MindMate](#)

[CEOP Education \(thinkuknow.co.uk\)](#)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)