



Rose Hill Primary School

Anti-Bullying Policy

March 2022

Date Ratified	Signed By/Position	Signature
	Head Teacher: Sue Vermes	
	Chair of Governors: Ailsa Granne	
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Review Date: March 2023		

At Rose Hill Primary School we firmly believe that every child in our care has the right to feel safe, secure and happy in school and in all school activities. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping children with strategies for dealing with bullying should they encounter it.

This policy is based on DfE guidance:

“Preventing and Tackling Bullying” July 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf and supporting documents.

It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf and

‘Sexual violence and sexual harassment between children in schools and colleges’ guidance.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools.”

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

Policy Objectives

This policy outlines what Rose Hill Primary School will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

School has been working with Equaliteach (2021-2022) who provide equality, inclusion and diversity training and consultancy to schools <https://equaliteach.co.uk/>

Rose Hill Primary School is committed to developing an anti-bullying culture any form of bullying of children or young people or adults is not tolerated in any form.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and Relationships policy.
- Complaint’s policy
- Safeguarding and Child Protection policy
- Online Safety
- Acceptable Users Policy
- Curriculum policies
- Equality Impact Statement
- Spiritual, Moral, Social, Cultural Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

Protected characteristics from the Equality Act 2010

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently, and.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

What is Bullying?

Bullying can be defined as ***“behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally.”*** (DfE “Preventing and Tackling Bullying,” July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/children with protected characteristics)
- Bullying related to race, religion, faith, and belief and for those without faith
- Bullying related to ethnicity, nationality, or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy & maternity under the Equality Act 2010)

School Ethos

At Rose Hill, we view behaviour as a means of communication, and negative behaviour - including bullying - can be a form of communicating a need or emotion.



Bullying is a small part of the possible forms of negative behaviour, specifically in that it is intentionally targeted and persistent. **It is important to note that although a report of negative behaviour is deemed through investigation not to be bullying, that does not mean it is less important to staff or that there is less need to resolve the issue.** We take all reports of negative behaviour very seriously, and ensure that all incidents are recorded and followed up and plans put in place to ensure needs are met in the future.

The Rose Hill Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and where possible using a restorative approach
- Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school's response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to Bullying

At Rose Hill, we follow a restorative approach to responding to incidents of bullying.

Children are supported to understand the feelings that led to the incident or incidents. They are helped to think about how to make restoration to anyone who was hurt physically or emotionally by their actions. When ready, the children are brought together to talk and express their feelings in a safe and supportive environment, and encouraged to talk jointly about what will make the situation better.

Cyberbullying

The Fixit Approach will be applied to all forms of bullying, including cyberbullying. However, for serious cyberbullying concerns, especially in illicit or illegal circumstances or if a criminal offence has been committed, the school may also inform the police and/or seek advice from social care.

Incidents of Cyberbullying are recorded on our safeguarding system of record keeping. Parents and carers would always be informed.

At Rose Hill Primary School, we take steps to ensure that children and staff are safe online, and online safety forms part of our curriculum. Please refer to our Online Safety Policy for more information.

Prejudiced Bullying

At Rose Hill Primary School we take any form of prejudiced bullying very seriously. Prejudiced-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. We will always seek to support the child who has been exposed to prejudiced bullying but also work with the child who is displaying such behaviours. This could also include a whole class discussion as well. Parents and Carers would always be contacted during such an incident. Incidents of prejudiced behaviour are recorded on our safeguarding system of record keeping.

We are proud to say that several members of our School Council have attended the Agents for Change training by Equaliteach. The role of Agents of Change is to promote the idea of respectful relationships within the school and community with reference to tackling Identity based bullying

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by children, parents/carers, or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- Instigating disciplinary, civil, or legal action as appropriate or required.
- If online, requesting that content be removed.

Preventing Bullying Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.

- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for children, staff, and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate, and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects children, even when they are not on school premises; for example, when using phones, social media at home etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through our weekly values, through displays, assemblies, peer support, the School Council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying Week.
- Provide systematic opportunities to develop children's social and emotional skills, including building their resilience and self-esteem.

Involvement of children

We will:

- Involve children in policy writing and decision making, to ensure that they understand the school's approach and are clear
- about the part they play in preventing bullying.
- Regularly canvas children and views on the extent and nature of bullying.
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum

- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Enabling the members of the School Council to play a crucial part in having their voices heard regarding ideas about how to tackle bullying.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The Headteachers Report to Governors will include a breakdown of any incidents of bullying.

Useful Links and Supporting Organisations

Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
Gendered Intelligence: Support with Identity Based bullying	https://genderedintelligence.co.uk/projects/kip/bullying/orgs.html
Childline	www.childline.org.uk
Family Lives	www.familylives.org.uk
Kidscape	www.kidscape.org.uk
MindEd	www.minded.org.uk
NSPCC	www.nspcc.org.uk
The BIG Award	www.bullyinginterventiongroup.co.uk/index.php
PSHE Association	www.pshe-association.org.uk
Restorative Justice Council	www.restorativejustice.org.uk
The Diana Award	www.diana-award.org.uk
Victim Support	www.victimsupport.org.uk
Young Minds	www.youngminds.org.uk
Young Carers	www.youngcarers.net
The Restorative Justice Council	www.restorativejustice.org.uk/restorative-practiceschools

SEND

Changing Faces	www.changingfaces.org.uk
Mencap	www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities	www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice	www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

Childnet	www.childnet.com
Internet Watch Foundation	www.iwf.org.uk
Think U Know	www.thinkuknow.co.uk
UK Safer Internet Centre	www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS)	www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff'	www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying'	www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion and Nationality

Anne Frank Trust	www.annefrank.org.uk
Kick it Out	www.kickitout.org
Report it	www.report-it.org.uk
Stop Hate	www.stophateuk.org
Tell Mama	www.tellmamauk.org
Educate against Hate	www.educateagainsthate.com
Show Racism the Red Card	www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub	www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity	www.metrocentreonline.org
EACH	www.eachaction.org.uk
Proud Trust	www.theproudtrust.org
Schools Out	www.schools-out.org.uk
Stonewall	www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)	www.endviolenceagainstwomen.org.uk
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A Guide for Schools	www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
Disrespect No Body	www.gov.uk/government/publications/disrespect-nobodycampaign-posters
Anti-bullying Alliance: Preventing and responding to Sexual Bullying:	www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
Anti-bullying Alliance: advice for school staff and professionals about developing effective	www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

anti-bullying practice in relation to sexual bullying	
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