



ROSSETT ACRE PRIMARY SCHOOL



Anti-Bullying Policy

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Kate Woodcock & Elle Whiteley
Date of Policy:	February 2025
Review Date:	February 2026

Statement of intent:

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to tell a member of staff, and they are reassured by our commitment to all incidents being dealt with promptly and effectively. Anyone who knows that bullying is occurring is expected to tell a member of staff.

It is the responsibility of our whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos and showing no tolerance for bullying. We aim to support pupils in identifying bullying and enable them to develop the skills to deal with situations where bullying occurs.

Aims:

- Bullying will not be tolerated.
- All stakeholders have an understanding of what bullying is.
- All stakeholders know what the school anti-bullying policy is and what they should do if bullying arises.
- Pupils and parents to be assured that they will be supported when bullying is reported.
- Bullying is identified early

Our anti-bullying policy is regularly communicated to parents and is also available on our website.

What do we mean by bullying?

Definitions of bullying typically include three parameters:

- Repetitive and prolonged over time
- Involving an imbalance of power
- Physical, verbal, emotional, racist or sexual in nature

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- All schools experience incidents of disputes and falling out between pupils, these incidents would not necessarily be classed as bullying.
- Bullying is a deliberate intention to hurt or humiliate.
- There is imbalance that makes it hard for the victim to defend themselves (imbalance might be a difference in strength (taller vs shorter), a difference in ability (being better at something than somebody else) etc.
- It is persistent.
- An incident may be deemed to be bullying if it hasn't been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

How do we prevent bullying?

We encourage respect and good behaviour through Restorative Practice and our school rules: RRS Ready, Respectful and Safe), as well as our Golden Rule 'Treat others the way you would like to be treated.' Each class has also formed a Class Charter based on the UN Convention on the Rights of the Child to maximise a safe, equal and supportive climate for all children within each class. This is enhanced through PSHCE lessons, worry boxes and drop-in clinics, assemblies, discussion in lessons, nurture interventions, ELSA support plus meetings with parents and external agencies.

We use opportunities throughout the school calendar (for example during e- safety week and anti-bullying week) and at certain times of the school day to raise awareness of the negative consequences of bullying. Whole school assemblies also provide strategies for pupils to use if they are being bullied or see someone being bullied. (The focus of these strategies is to tell an adult they can trust).

We aim to support pupils in developing healthy self-esteem and self-confidence through teacher/pupil discussions, circle time, nurture sessions and reward systems.

Information is sent home to parents detailing what bullying is, how we address it and what they can do if they have concerns. Parents' concerns are taken seriously and dealt with accordingly. Workshops/newsletters on internet safety are also made available to parents.

Identifying the problem:

Affected individuals may display the following:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Easily distressed
- Damaged or incomplete work

Staff aim to use knowledge of their pupils to identify changes in their behaviour, which may indicate bullying. Staff will regularly remind pupils that problems can be discussed confidentially at their request and general issues about bullying can be discussed during lessons, assemblies, circle time etc. and also form part of our curriculum studies, for example in PSHCE.

We have a nurture team and Learning Mentor who are available for drop-in sessions, as well as carrying out group and individual nurture sessions. Staff strive to see pupils at any time if the matter is urgent.

How does school respond to possible reports of bullying?

At Rossett Acre, we do not tolerate bullying. The school encourages all children to speak to a member of staff they feel comfortable talking to. We recognise that children might also prefer not to speak to a member of staff (particularly bystanders) in case they feel this might worsen the situation or indeed make themselves a 'target'. To alleviate this, each class has a 'worry box', which is monitored regularly by the class teacher, that children can drop a note or their name into. This will then be followed up by members of staff.

Reported incidents will be treated seriously and investigated thoroughly:

- Interviewing all parties
 - Perpetrators and victims are interviewed separately
 - Witness information should be obtained whenever possible
 - Written records of the incidents, investigations and outcomes are kept
- Informing parents – (for all involved, both victim and perpetrator)
- The victim will be supported, as we recognise that they may feel powerless and vulnerable.
- The perpetrator should be supported in recognising their unsociable behaviour and given

support to modify their behaviour (see section below).

- Implement appropriate disciplinary consequences and 'Community Fix-its' in accordance with the school's Restorative Practice and Behaviour Policy. These are graded according to the seriousness of the incident and age of the children involved but should send out a message that bullying is unacceptable.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Action should be taken to prevent further incidents, which may include follow-up sessions, especially keeping in touch with the person who reported the situation, e.g. pupils, staff members, parents/carers. There is a clear complaints procedure for parents who are not satisfied with the school's actions.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

How Rossett Acre supports perpetrators of bullying

We recognise that children who have been the perpetrators of bullying also need support. We will discuss what has happened with the individual(s) and establish the concern and the need to change the behaviour. This will be done with the support of the Rossett Acre Nurture Team. We will liaise with parents and carers and work together to change the attitude and behaviour of the child.

If bullying is deemed to be online, we will request that content be removed and may report the accounts/content to service provider.

Where necessary, we may work with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

What parents should do if they believe that their child is being bullied.

If parents feel that their child is being bullied, they should initially approach their child's class teacher and inform them of this. The class teacher and parents will work together to establish the main concerns and provide possible solutions to address any bullying behaviour that is occurring. The concerns and action to be taken will be recorded.

If the bullying behaviour persists then the Phase Leader/Senior Leadership Team (including the Assistant Headteacher) should be informed, and further investigations will take place and action taken. The Deputy Headteacher and Headteacher will be involved in taking further action as required. Support from our Trust may also be requested by the DHT/HT.

The school communicates the systems it has for the prevention of bullying with parents through this policy (available on the website) and an anti-bullying guide in leaflet form

Alongside this, we also have our Child-on-Child Abuse Statement
rossettacreprimary.co.uk/seecmsfile/?id=2480

Useful Links and Supporting Organisations:

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

GENERAL

- [Anti-Bullying Alliance](#)
- [Childline](#)
- [Family Lives](#)
- [Kidscape](#)
- [MindEd](#)
- [NSPCC](#)
- [PSHE Association](#)
- [The Diana Award](#)
- [Victim Support](#)
- [Young Minds](#)
- [Young Carers](#)

SEND

- [Changing Faces](#)
- [Mencap](#)
- [DfE: SEND code of practice](#)

Cyberbullying

- [Childnet](#)
- [Internet Watch Foundation](#)
- [Think U Know](#)
- [UK Safer Internet Centre](#)
- [The UK Council for Child Internet Safety \(UKCCIS\)](#)
- [DfE 'Cyberbullying: advice for headteachers and school staff'](#)

Race, religion and nationality

- [Anne Frank Trust](#)
- [Kick it Out](#)
- [Report it](#)
- [Stop Hate](#)
- [Tell Mama](#)
- [Educate against Hate](#)
- [Show Racism the Red Card](#)

LGBT

- [Barnardo's LGBT Hub](#)
- [EACH](#)
- [Proud Trust](#)
- [Schools Out](#)
- [Stonewall](#)
- [Anti-bullying Alliance](#)

Sexual harassment and sexual bullying

- [Ending Violence Against Women and Girls \(EVAW\)](#)
- [Disrespect No Body](#)
- [Anti-bullying Alliance](#)

Appendix A - Understanding and Preventing Bullying: A Parent's Guide

What is Bullying?

Bullying is when someone hurts, threatens, or excludes another person on purpose and repeatedly. It can happen in many different ways, including:

- **Physical Bullying:** Hitting, pushing, or damaging someone's belongings.
- **Verbal Bullying:** Name-calling, teasing, or making hurtful comments.
- **Social Bullying:** Excluding someone from activities or spreading rumours to make others avoid them.
- **Cyberbullying:** Using technology, like social media or text messages, to hurt or intimidate someone.

Why Does Bullying Happen?

Bullying can happen for many reasons. Sometimes, children bully because they feel insecure, are copying others, or have not learned how to handle their own emotions. It's important to remember that bullying is never the fault of the child being bullied.

Signs of Bullying to Watch For:

Children who are being bullied may not always speak up, but you can look out for some common signs:

- Unexplained injuries or damaged belongings.
- Sudden changes in behaviour, such as becoming anxious, depressed, or withdrawn.
- Avoiding school, social activities, or certain classmates.
- A drop in school performance or lack of interest in schoolwork.
- Unexplained headaches, stomach aches, or trouble sleeping.

What Can You Do as a Parent?

If you suspect your child is being bullied, or if they confide in you about bullying, it's important to take action. Here's what you can do:

1. **Listen and Support:** Take your child's concerns seriously. Let them know that it's okay to talk about bullying, and that it's not their fault.
2. **Talk to School Staff:** Contact your child's teacher, in the first instance, to share your concerns. Rossett Acre has an anti-bullying policy and will work with you to stop the bullying.
3. **Encourage Self-Confidence:** Help your child build resilience by teaching them how to stand up for themselves calmly and assertively. Encourage activities that help them develop their skills and confidence.
4. **Monitor Online Activity:** If cyberbullying is an issue, keep an eye on your child's online interactions, and talk to them about the importance of staying safe online. Please remember that many social media applications are purposely set with an age restriction of either 13 or 16 (including WhatsApp, Facebook, TikTok, Instagram, Pinterest and Snap Chat).

Tips for Preventing Bullying:

- Encourage kindness and respect at home and teach your child to treat others as they would like to be treated.
- Get involved in school activities and ask how they're promoting an anti-bullying culture.
- Support your child in developing friendships with a variety of children.
- Teach your child to stand up for themselves assertively, but not aggressively, and encourage them to seek help when needed.

What to Do If Your Child Is Bullying Others:

If your child is bullying others, it's important to act quickly to stop the behaviour and understand why it is happening. In a calm and constructive way, talk to your child about how bullying hurts others and teach them the values of kindness, empathy, and respect. Work with the school to ensure that the behaviour is addressed and that your child understands the consequences of bullying.

Useful Resources:

- **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk
- **Childline:** 0800 1111 (a free helpline for children and young people)
- **NSPCC:** www.nspcc.org.uk

Together, we can make schools a safer and kinder place for everyone!