



ROSSETT ACRE PRIMARY SCHOOL



Anti-Bullying Policy

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Kate Woodcock & Eilidh MacGillivray
Date of Policy:	February 2022 (updated February 2023)
Review Date:	February 2024

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.

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 to have an understanding of what bullying is.
- All stakeholders to 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.

Diversity and Equality

At Rossett Acre Primary School we aim to create an environment where everyone feels valued, included and listened to. We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity, using a No Outsiders approach. Throughout the school day, there are numerous opportunities for children to celebrate differences and discuss ways to solve difference and disagreements in a positive way such as assemblies, PSHCE lessons, restorative conversations and daily books. We strive for all to be included regardless of race, ethnicity, gender, age and sexual orientation and any intolerance is not acceptable. At Rossett Acre we are committed to working with families and outside agencies where appropriate to support our pupils.

What do we mean by bullying?

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carers, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

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.
- 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.

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 [C:\Users\jacki\AppData\Local\Temp\msoE67A.tmp \(rossettacre.n-yorks.sch.uk\)](C:\Users\jacki\AppData\Local\Temp\msoE67A.tmp (rossettacre.n-yorks.sch.uk)).

Alongside this, we also have our Peer on Peer Abuse Statement [Peer-on-Peer-Abuse-Statement-RAP-1.pdf \(rossettacre.n-yorks.sch.uk\)](Peer-on-Peer-Abuse-Statement-RAP-1.pdf (rossettacre.n-yorks.sch.uk))