



Rosslyn Park Primary and Nursery School

Anti-Bullying Policy

Reviewed: September 2025
Review Date: September 2026

Rosslyn Park Primary and Nursery School Equality Statement:

Rosslyn Park Primary and Nursery School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values, which we uphold as a school, help to emphasise equality for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy. Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

Aims & Objectives

We aim to ensure that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect, regardless of differences
- providing for all, according to their needs
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of British society and to prepare children for their part in this
- working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practice
- developing a positive attitude to equality by all staff, children, parents, governors and all who participate in the life of the school.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time, which affects instinctive responses.

Gender:

We take practical steps to ensure that we do not make assumptions about pupils' participation in activities based upon their gender. Our organisational structure, behaviour policy and curriculum apply to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. Other than, in gender specified clubs or opportunities, such as 'Girls' Football' all after school clubs are open to pupils of both genders. The school's Personal, Social and Health Education curriculum (PSHE) seeks to build upon these principles to ensure that key messages of participation in all areas of school life are communicated to staff and that, for example, disability should not be a deterrent in participating in all aspects of school life at all levels. We analyse our SATs test results by gender in order to ensure that we identify any issues, which need addressing related to perceived gender bias. When asking children to carry out tasks or represent the school, boys and girls participate equally.

Race, Faiths, Languages and Family Background:

We have represented in our school population many different nationalities, faiths and family backgrounds and organisations. Racial discrimination is unlawful and we aim to help our pupils to develop concepts,

skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice. In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We regularly promote these values through our own school values (respect, motivation, inclusion, resilience, collaboration, pride and aspiration), curriculum and wide range of enrichment activities. Children sometimes experiment with racist expressions, which they have heard through the mass media or from the community and do not understand how hurtful and harmful they can be. We aim to treat such incidences sensitively and firmly because all have the right to be protected from insults, abuse and bullying. The Racist Incident Policy details the action to be taken in the event of such an incident. Monitoring will allow us to identify trends that need addressing. Children and other adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work.

Children and families with English as their second language can often need support to be fully aware of the school organisation and curriculum. At Rosslyn Park, our EAL Lead (Mrs Sandhu) is an immediate contact for families. She takes the children through the Language Proficiency Levels ensuring the children are able to communicate and access their classroom curriculum and provides a communication route for families.

The 1981 Education Act and the Education Reform Act of 1988 placed the onus on class teachers to enable access to the curriculum for all children equally. Curriculum 2014 requires a breadth, balance, relevance and differentiation, which will enable each pupil to participate at an appropriate level. The match of pupil to a modified curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policies for SEN and Gifted and Talented.

Staffing:

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice.

Positive action will be fostered in line with current best practice. Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups, etc. Teamwork is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various viewpoints. Positive action, especially by pupils, will be rewarded and assembly times will reinforce good behaviour and school values, in the area of equal opportunities. At Rosslyn Park Primary and Nursery School, we will endeavour to ensure clear and consistent messages are given regarding the school's values.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Inspections Act 2006 :-

- to promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying.

The anti-bullying policy also takes full account of the Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society from discrimination against:

- age
- being or becoming a transsexual person

- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

The anti-bullying policy at Rosslyn Park Primary and Nursery School links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, safeguarding children procedures and the current Preventing Bullying 2014 Safe to Learn.

This policy also takes full account of the school's legal obligations under the Education Act of 1986 to:

- Have a policy to prevent all forms of bullying amongst pupils
- To make a written copy of the anti-bullying statement available on request
- To set out the strategies to be followed, with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

The DfE (October 2014) states "Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal, or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Other school documents and policies that relate or link to behaviour and bullying are the Safeguarding Policy, E-Safety Policy, Behaviour Policy, PSHE policy, and British Values curriculum.

ANTI-BULLYING POLICY FOR USE WITH PUPILS IN SCHOOL:

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance, which defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber bullying or messages on the internet), and is often motivated by prejudice against particular groups". (DfE March 2014)

Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has taken into account the six equality strands: race, ethnicity, gender, age, religion, disability and sexuality (REGARDS). This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in this process.

Bullying can be **direct** or **indirect** and includes:

Verbal bullying - name-calling, taunting, mocking, making offensive comments and teasing including those of a racial, homophobic or sexual nature.

Physical bullying – kicking, hitting, punching, pushing and pinching.

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.

Cyber bullying – offensive text messaging, inappropriate use of gaming sites or social network, e-mailing and sending degrading images by phone or the internet.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers.

Bullying has been described by pupils as:

- name calling and teasing
- physical abuse eg. hitting, pushing, pinching or kicking
- having personal possessions taken eg. bag or mobile phone
- receiving abusive text messages or e-mails, comments on social networking sites
- being forced to hand over money or possessions
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- Having rumours spread about the child

Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks

- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Cyber bullying: Cyber bullying is often not carried out face to face and may be conducted outside of school. Cyber bullying is the sending of offensive text messages or emails, sending degrading images by phone, using the internet on social messaging sites (Facebook, Bebo, snapchat, Instagram, MSN), or spreading untrue rumours or making offensive comments. Cyber bullying is often spread quickly as comments are shared by others. Bystanders to cyber bullying can easily become perpetrators by passing on or showing material to others, which is designed to humiliate. All instances of either starting cyber bullying or sharing cyber bullying will be dealt with by school within the anti-bullying policy.

School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Bullying prevents pupils achieving their full potential and affects standards of achievement and aspirations.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.

- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.

Objectives

- To maintain and develop effective listening systems for pupils and staff within the school.
- That parents have a point of contact in school if they are concerned about their child.
- To equip all staff with the skills necessary to deal with bullying incidents effectively and promptly.
- To involve the school community in dealing effectively with, recording, reporting and monitoring and if necessary referring, bullying incidents.
- To ensure there is effective communication with parents and the wider school community on the subject of bullying through newsletters and parents meetings.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

Specific School Targets

Linked to recording and reporting of incidents

- To ensure all governors, teaching, non-teaching staff, parents and pupils, understand and enact the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the LA or TRANSFORM TRUST as appropriate
- To ensure all incidents of bullying are recorded
- To ensure every pupil receives regular PSHE opportunities.
- To ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.
- Ensure that everyone including the pupils know they have a responsibility to report incidents of bullying or to share their concerns with a member of the school community.

Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the pupil
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give pupils ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

Please refer to the Behaviour Policy.

EQUAL OPPORTUNITIES:

Every member of our school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

Procedures and Dealing with Incidents

A Whole School Approach Guidance for Pupils who Experience Bullying

If you are being bullied

- Remember it's not your fault
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- All bullying is wrong and you do not have to stay silent about it.
- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Write down your worries/problem and give it to an adult in school.
- Complete a Place to Talk slip..
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages, e-mail or on internet social networking sites,

- Don't retaliate or reply
- Save the evidence do not delete anything
- Tell a friend, parent or teacher you trust.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

Guidance for Parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Explain the problems your child is experiencing in as much detail as possible.

Make an appointment to see your child's teacher or their Phase Lead - Mrs Scrivens (EYFS), Miss Potts-Perkins (Year 1 and 2), Ms Layton (Year 3 and 4) or Miss Wilson (Year 5 and 6).

If you would like further support after this, then please contact the Assistant Head Teacher, Mrs Passmore or our Behaviour Lead Mentor, Mrs Hawkins.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head of School and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact Transform Trust or the Local Authority for further support.

If your child is displaying bullying behaviour:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

Ensure your child is careful whom they give their mobile phone number and e-mail address to.

- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages

- If the bullying involves a pupil from school contact the school to report this
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- seek advice and information from your union
- share your concerns with a trusted colleague
- make a record of all incidents and date them
- if you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body.

GUIDANCE FOR STAFF WHEN BULLYING IS REPORTED:

When instances of bullying are reported by pupils or parents remember to:

- Take all incidents seriously
- Gather as much information as possible including type of bullying
- Listen without judgement or favouritism
- If the incident requires Senior Leaders involvement speak to Mr Barnham, Mrs Thewlis, or Mrs Passmore as soon as possible who will ensure the appropriate sanction and support is provided to the victim and the bully.
- Log actions on Arbor and My Concern.
- Arrange follow up meeting with parent for 2 weeks after incident being reported to feedback/monitor whether situation has been resolved and decide whether any further action is required.

Sanctions

The School has set procedures to follow in implementing sanctions where a bullying incident has occurred. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle of Friends/Friendship groups where anti bullying workbooks are completed
- The support group approach/No Blame Approach.
- Peer mediation and/or restorative Justice
- Midday Supervisor and Staff training.
- Peer counselling.
- Buddy systems.
- PSHE programme.
- Self-esteem workshops.
- Anti-bullying week
- Behaviour Lead work
- Support from Place2Be
- Promoting partnerships with NSPCC and Childline

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupils's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously. Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

For further information, please refer to the schools Safeguarding Policy.