

# **Rokeby Park Primary School**



## **Anti-bullying Policy**

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## **Introduction**

At Rokeby Park Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- fosters good relations between people who share a protected characteristic and people who do not share it.

## **Definition**

Bullying can be described as, ‘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, online bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example, on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences’.

(DFE Preventing and Tackling Bullying 2017)

Bullying is not, for example, falling out with friends, play fighting or choosing to play with other children. It is important to understand that bullying is not an odd occasion of falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems like this arise it is not necessarily classed as bullying unless it is done repeatedly and on purpose to cause intentional hurt or upset. There are three significant factors in bullying:

1. a power imbalance in favour of the aggressor;
2. a victim who cannot match that power;
3. it is repeated often over a period of time

Harassment is a type of bullying where the intention of the act is to cause insult or injury for specific reasons connected to the identity of the victim.

At Rokeby Park Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their Local Authority’s safeguarding team.

This policy is closely linked with our Positive Behaviour Policy, our Safeguarding and Child Protection Policy, our Online Safety policy, our Mental Health and Emotional Wellbeing policy, our School Code of Conduct and the School’s Vision, Aims and Values.

## **Principles**

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing ‘respect for others resulting from active listening, trust and honesty’.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Rokeby Park Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Aims**

We are determined to promote and develop a school ethos where bullying behaviour are regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### **Bullying can be:**

**Verbal (direct)** - The repeated use of speech, sign language, or verbal gestures to intentionally hurt others. This includes making remarks of a racial nature or harming someone based on race/culture. Homophobic bullying is classed as a person bullying another person verbally/ physically/ emotionally due to their gender/ sexuality.

**Indirect** - The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others. Online bullying (cyber bullying) is classed as a form of indirect bullying.

**Physical** - The repeated negative use of body contact to intentionally hurt others, for example, hitting, pushing or unwanted sexual physical contact etc.

### **Online bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Online bullying is a different form of bullying which can happen at all times of the day, including beyond the school day and into home and private space. Online bullying relates to bullying by use of means of technology, for example, mobile phones, social media or any other means of electronic messaging. Online bullying can be an individual or group behaviour that includes hurtful texts, spreading rumours through social media networking sites and assuming false identity to cause harm or upset to others. Prevention is better than the cure; therefore, we embed a curriculum whereby we teach children how to be safe online. Please refer to the Online Safety policy.

### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. At Rokeby Park Primary School, we teach the children that any word used as an insult is hurtful and unkind. Within

some of the PSHE lessons, children may raise homophobic or transphobic words they know or have used themselves and these would be explored appropriately.

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children (LAC);
- Gypsy, Roma and Traveller children;
- children with Special Educational Needs or Disabilities (SEND);
- children from ethnic minorities;
- children entitled to Free School Meals;
- children for whom English is an Additional Language;
- children who are perceived to be gay, lesbian or bisexual.

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as our weekly PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out or a one-off argument. An annual ‘Anti-bullying Week’ is held to further raise awareness in school. Online safety is an important part of our school curriculum and information for parents is included on our school website. Online safety information and messages about safe usage are also sent out via our school Ping service. Online safety workshops are held in school to raise parents’ awareness of online bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## **Sexual Harassment**

### **Definition**

Unwanted conduct of a sexual nature, which would include:

- Sexual comments;
- Sexual “jokes” or taunting;
- Physical behaviour;
- Online conduct.

Research shows that the most vulnerable groups at risk of sexual harassment includes: girls, LGBT+, children perceived as LGBT or SEND children. Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up. Sexual harassment is likely to: violate a child’s dignity, make them feel intimidated, degraded or humiliated and/ or create a hostile, offensive or sexualised environment. Any reports of sexual harassment at Rokeby Park Primary School will be taken seriously, and the school will utilise appropriate sanctions, as outlined in our positive behaviour policy. Our positive behaviour policy makes reference to peer on peer abuse and indicates the various areas when this form of unacceptable behaviour can occur.

## **Positive behaviour Policy**

Our positive behaviour policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteacher. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. Staff will determine whether a bullying incident form needs to be completed based on the alleged bullying incident. If completed, plans will be made to support both the victim of bullying and the

perpetrator of bullying. Staff will also complete observations to determine whether bullying is taking place or not, and plan the next steps to support the children involved. If the allegation of bullying is upheld, the Headteacher (or senior leaders) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded and saved on CPOMS and parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

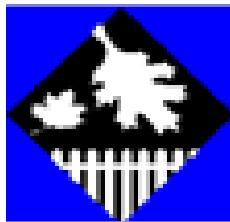
### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications, could be a criminal offence. For example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986, if staff in school feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive. It is also an offence for children to be bullied because of where they live.

Reviewed: September 2020 by A Gawthorpe

Next review: September 2021

# Rokeby Park Primary School



## Anti-bullying – A Charter for Action

Advice for children written by our Anti-bullying Ambassadors. We do not believe in any kind of bullying and feel that everyone has the right to feel happy and safe in school and at home.

- Say ‘NO’ to bullying
- Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or using homophobic and racist language towards someone in person or online.

**These incidents usually occur over and over again**

- If you are unsure whether you or someone else is being bullied, **speak to the Anti-bullying Ambassadors or a trusted adult in school or at home for advice.** The Anti-bullying Ambassadors wear a blue hi-vis vest during break and lunch times and their posters are around school if you are unsure who they are
- When someone is being bullied or is in distress, take action. **Tell an adult.** Watching and doing nothing supports those who are doing the bullying
- If you are worried, tell your friend – and together **tell an adult**, who will always take the matter seriously
- If people call you names – **ignore them and tell an adult who will deal with this matter**
- Remember if you’re ever worried and need someone anonymous to speak to, you can text DA to 85258 and speak to someone from the Diana Award crisis line.

**To help prevent bullying in school we:**

- We hold an Anti-bullying week every year in school;
- We learn about what bullying is in our Jigsaw lessons and how to deal with this;
- We know, understand and follow our school rules;
- We have Anti-bullying Ambassadors to speak to on the playground;
- The teachers look out for bullying and listen to children’s worries.
- We have regular assemblies in school based on types of bullying.

# **Rokeby Park Primary School**



## **Anti- bullying – A Charter for Action**

We are working with staff, pupils and parents/carers to create a school community where bullying is not tolerated.

Our school community:

- ✓ Discusses, monitors and reviews our Anti-bullying policy on a regular basis;
- ✓ Supports staff to identify and tackle bullying appropriately;
- ✓ Ensures that pupils are aware that all bullying concerns will be listened to and dealt with sensitively and effectively;
- ✓ Works in partnership with parents/carers regarding their concerns about bullying;
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the outside agencies where appropriate.

## **Pastoral Team in School**

Headteacher: Mrs Claire Smith

Assistant Headteachers: Mrs Amy Gawthorpe and Mrs Kate Wilde

Safeguarding Team: Mrs Sally Chaytor (DSL), Mrs Amy Gawthorpe (DDSL) and Mrs Claire Smith (Headteacher)

Emotional Literacy Support Assistants: Mrs Jessica Clark and Mrs Gemma Biggs

Behaviour Leads: Mrs Amy Gawthorpe and Mrs Kerry Clark

Online Safety Lead: Mrs Amy Gawthorpe

Pupil representatives: Anti-bullying Ambassadors and School Councillors

# Rokeby Park Primary School



## Anti-bullying – A Charter for Action

### Advice for Parents on Bullying

Bullying is a conscious and intentional decision made to cause hurt to someone, physically or psychologically, over a period of time.

### What you should do if you think your child is being bullied?

#### **Watch for a pattern:**

- Wanting more/less attention, needing a cuddle more often;
- Not wanting to go to school, any changes in behaviour;
- Frequently saying that they're unwell;
- Coming home with bruises or torn clothing;
- Becoming withdrawn - avoiding friends;
- Teachers noticing a change in attitudes towards learning/ quality of work produced;
- Disturbed sleep.

#### What to do:

- Talk to your child – listen to what he/she says;
- Treat the matter seriously;
- Reassure your child that you and the school will try and solve the problem;
- Contact the school – your child's class teacher in the first instance. Remember, unless we know we cannot help;
- Try to help your child to deal with this situation with appropriate strategies.

#### Things to avoid:

- **Do not** approach the bully yourself
- **Do not** advise your child to fight back

Remember that a one-off incident may not necessarily be bullying, but the school will support you and look into the matter further.

Please support the school policy – that all children are of equal worth and need to feel safe, secure and happy at school and home- at all times.

Remember, unless we know, we cannot help. **TELL US!**

### What will happen if your child is involved in bullying?

If your child is involved in bullying another child the school will contact you. We will work with you to help change the bullying behaviours your child is displaying and try to help prevent further incidents.

## **Pastoral Team in School**

Headteacher: Mrs Claire Smith

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Safeguarding Team: Mrs Sally Chaytor (DSL), Mrs Amy Gawthorpe (DDSL) and Mrs Claire Smith (Headteacher)

Emotional Literacy Support Assistants: Mrs Jessica Clark and Mrs Gemma Biggs

Behaviour Leads: Mrs Amy Gawthorpe (EYFS and KS1) and Mrs Kerry Clark (KS2)

Online Safety Lead: Mrs Amy Gawthorpe

Pupil representatives: Anti-bullying Ambassadors and School Councillors