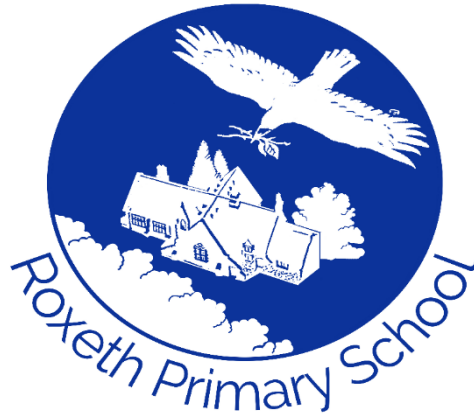


ROXETH PRIMARY SCHOOL



ANTI BULLYING POLICY

Revised and agreed by Governing Body: November 2025

To be reviewed: November 2027

OUR MISSION STATEMENT

learning together, making progress, achieving goals

Roxeth Primary School Anti-Bullying Policy

Aim and purpose:

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. Therefore, at Roxeth, we adopt a zero-tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and fairly. If bullying does occur, we aim to provide an environment where all pupils or adults feel safe to disclose incidents and know that these incidents will be dealt with promptly and effectively.

The purpose of this behaviour policy is to give a framework to be used by everyone in the whole school community. This will discourage bullying behaviours by clearly demonstrating the sanctions that will follow. This policy has been agreed in consultation with staff, children and governors and reflects the values and principles that are important in the school.

The aim of this policy is to support the school mission statement, which is 'learning together, making progress, achieving goals.' Bullying is therefore entirely contrary to the values and principles at Roxeth. All members of the school community have a right to work and learn in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment through the implementation of this policy.

Roxeth Primary School has attained UNICEF's Rights Respecting Schools Award (RRSA) Gold Award, which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework. As a whole school community, we speak about our values, our rights and how we respect them (*Article 1 and 2: every child has rights*). This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as the basis for a shared vision, which runs like a thread through all aspects of school life, and which promotes positive environments, positive relationships (also part of RSHE curriculum) and good learning (Class Charter and Roxeth Charter). At Roxeth our value-based education is cross-linked with British Values, where we focus on a Value of the Month e.g., tolerance, honesty and respect etc. This policy reflects the values and principles that are important in the school and aligns with latest statutory guidance from KCSIE.

Objectives:

- To ensure all members of the school community understand what bullying is.
- To ensure all members of the school community know the school's policy on bullying, and understand the procedures to follow when bullying is reported.
- To demonstrate that bullying will not be tolerated. Victims of bullying will be listened to and incidences thoroughly investigated.

RRSA Article 19: You should not be harmed and should be looked after and kept safe.

RRSA Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

What is Bullying?

There is no legal definition of bullying.

However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g., because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault – hurting another child physically
- Psychological – Reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Homophobic – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- Child on Child abuse is defined as a serious form of bullying (abuse) between persons of a similar age and as such has wider safeguarding implications.
- Prejudice-based and discriminatory bullying (e.g. linked to race, religion, gender identity, sexuality, disability, SEN, family circumstances appearance, or health conditions).
- Bullying that takes place outside of school premises, on the journey to and from school, or online, will also be addressed where it impacts pupils’ wellbeing or the school environment

In line with KCSIE, serious or repeated bullying may be considered a safeguarding concern as it can indicate child on child abuse. Staff must not dismiss bullying as ‘banter’ or ‘part of growing up’. This must be referred to the safeguarding team for further support.

*<https://www.gov.uk/bullying-at-school/bullying-a-definition>

What is Cyberbullying?

Cyberbullying can be described as bullying using electronic communication. This form of bullying can take place via text message, over social networks or via any number of communication systems available over the internet. This type of bullying has a greater impact on the victim when there is an element of repetition and a real or perceived power imbalance between the victim and the perpetrator(s).

Cyberbullying is not a specific criminal offence but laws concerning harassment and threatening behaviour may be applied.

Cyberbullying has many forms:

- Flaming – a group targeting insults at one individual
- Online harassment
- Upskirting
- Cyberstalking (repeatedly harassing or threatening someone using electronic communication)
- Denigration – to criticise in a derogatory manner

- Masquerade – impersonating, stealing (or using) another person’s identity to direct an attack
- Outing – disclosing private or personal information
- Putting up false profiles
- Distributing personal material against someone’s wishes
- Trolling - is a form of bullying where the perpetrators anonymously log on to a social network platform with the specific purpose of identifying and bullying an individual.

It is essential to understand that some incidents of cyberbullying may be unintentional and the consequences may also be unintentional. It is important to stress those bystanders or observers of cyberbullying may become perpetrators by allowing these actions to take place.

Roxeth School’s response to cyberbullying is that we believe cyberbullying is a form of bullying. We will adopt our full range of anti-bullying strategies to combat this form of bullying.

RRSA Article 17: You have a right to get information that is important to your wellbeing from radios, newspaper, books, computers and other sources. Adults should make sure the information you get is not harmful, and help you find and understand the information you need.

Additional strategies available to us in order to combat this form of bullying include –

- Monitoring the use of devices during school hours;
- All mobile phones have to be handed in to the school as they enter the classroom in the morning or the school office. This only applies to Year 5 and Year 6.;
- Raising awareness of this particular form of bullying through Anti- Bullying week, PSHE and RSHE/Computing sessions and Assemblies;
- Encouraging parents to monitor use of devices outside of school hours;
- Providing learners with access to a range of means of reporting incidents causing concern;
- Working closely with the Police to report concerns at the earliest opportunity;
- Celebrate Anti-Bullying Week and Internet Safety Day;
- Providing parent workshops for parents on how to keep their children safe online.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Electronic devices that can be used to take photographs or videos for example smart watches, are not permitted to be worn at school

If parents / carers are concerned about cyber bullying, please contact the school. We would ask all parents / carers to:

- Be vigilant of how their child uses such technologies;
- Use the relevant safety ‘tools’ that are available to help monitor and manage the internet;
- Refer to the school website E-Safety for parents
<https://www.roxethschoolharrow.org/our-curriculum/e-safety>
- Keep any evidence of offending emails, text messages or online conversations.
- When outside of school time contact the police if the incident is serious

Preventing, identifying and responding to bullying

The 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. Have a listening and caring ethos.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Uphold the values of tolerance, non-discrimination and respect towards others through British Values, School Values and Rights Respecting.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support through Buddy systems, Rights Rangers, Sports Captains and House captains.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Maintain clear links with the Online Safety Policy to ensure consistent procedures for harmful content, device use and reporting.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Additionally, the school may:

- Carry out pupil and parent surveys to monitor bullying prevalence and evaluate strategies.
- When possible, actively create "safe spaces" for vulnerable children and young people.

What are the signs and symptoms of bullying?

A child may indicate through signs or behaviour that he or she is being bullied. Adults should be aware that they should investigate if a child:

- belongings getting 'lost' or damaged;
- physical injuries, such as unexplained bruises;
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school;
- not doing as well at school;
- asking for, or stealing money (to give to whoever's bullying them);
- being nervous, losing confidence, or becoming distressed and withdrawn;
- problems with eating or sleeping;
- bullying others
- Inappropriate images or messages online (see cyber bullying above)

What happens if bullying is identified?

Pupils will be encouraged to report/discuss any behaviour they are not happy with.

Initially staff will try to deal with any incident in a supportive low-key manner to avoid further distress.

This may be:

- Face to face talks.
- Talk to the children about Zones of Regulation and show children strategies for managing their feelings.
- Taken as a theme in a class PSHE / RSHE discussion if the bullied child is more at ease with this.
- Support from the counselling drop- in services.

RRSA Article 29: You have the right to an education and use and develop your talents and abilities. It should also help you learn in a peacefully, protect the environment and respect others.

At Roxeth Primary School we follow a three-step procedure when bullying is reported or seen all staff must:

1. Inform the class teacher and the incident is discussed with the individuals concerned. This can be done on a one-to-one basis or with a group of individuals who are involved. Adherence to the school's Class Charter is noted and in line with the school's Behaviour Policy, a 'Think Sheet' is completed by the child/children involved and logged on CPOMS.

2. Inform the Phase leader when continued incidents of bullying are reported or noted. They will meet all individuals concerned either in a group or one to one. The incident is discussed and adherence to the schools Golden Charter is noted and in line with the school's Behaviour Policy. A Think Sheet is completed and logged on CPOMS. Parents are contacted and a meeting is called to discuss the incident(s). Parents are informed that if such behaviour occurs the next step will be a meeting with the Senior Leadership Team (SLT) or Headteacher.

3. Inform the Head teacher and they will meet all individuals concerned either in a group or one to one. The incident is discussed and adherence to the schools Golden Charter is noted and in line with the school's Behaviour Policy a Think Sheet and Incident Sheet is completed and logged on CPOMS. Parents are contacted and a meeting is called by the Head to discuss the incident(s). The Head teacher will inform parents that if any other incidents of bullying are seen or reported, the school will follow the behaviour policy and safeguarding policy. If the matter cannot be resolved this could lead to suspensions/exclusions.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Should other incidents occur, the following procedure will be used progressively to address the problem:

1. Formalise noted talk with the children concerned (parents/carers notified verbally to allow any queries to be raised).
2. Children will be asked to fill in a think sheet. The perpetrator and the victim will have to fill in the sheets. This would help both the teachers and pupils to understand the situation.
3. Parents/carers of the children involved asked to attend a formal meeting at school.

4. Formal involvement of parents/carers and possible suspension/exclusion of the perpetrator.
5. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
6. Victim/s of bullying will be supported (Counselling services if required)
7. Attempts will be made to help the perpetrator/s change their behaviour.
8. Incidents will be recorded on CPOMS and think sheets will be filled out.

Desired outcomes of such action:

1. Will be asked to consider their behaviour closely, will apologise if deemed appropriate.
2. If possible, the children will be reconciled through conflict resolution to empower any victims.
3. Support plan to monitor a victim and build up their confidence again.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Intervention in place for the child demonstrating bullying type behaviour.
6. If unhappy with the outcome, parents/carers should follow the Complaints policy (see website)

What can parents do?

If you think your child is being bullied:

Parents/carers know who to contact if they are worried about bullying. Parents can speak to the class teacher, Phase leader or the Headteacher.

Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- listen calmly to your child and take what he/she says seriously
- reassure your child that it is not his/her fault, make a note of what happened when and who was involved
- tell your child that you will find ways to ensure his/her safety, make an appointment to see your child's teacher, find out what action the teacher plans to take and when
- keep in touch with school
- Let school staff know if things improve or escalate if there are further incidents, do not confront the child or parents yourself but communicate with the senior leadership team.
- ask to see copy of the schools anti-bullying policy
- work together with school staff

REFERENCES AND LINKS

- <https://www.gov.uk/bullying-at-school>
- <https://www.harrowscb.co.uk/children-young-people/worried-about-bullying/>
- https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
- https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- Safeguarding and Child protection policies
- Behaviour Policy
- E safety policy
- Equality and Diversity Policy
- Complaints Policy
- Home School Agreement

HELPFUL ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre Civil Legal Advice	0845 345 4345
KIDSCAPE Parents Helpline	Call: 020 7823 5430 WhatsApp: 07496 682785 Email: parentsupport@kidscape.org.uk uk
Parent line Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying UK	www.bullying.co.uk
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
CEOP	https://www.thinkuknow.co.uk/
Childline	https://childline.org.uk/
MindEd:	www.minded.org.uk
NSPCC	www.nspcc.org.uk
Pace	www.pacehealth.org.uk
Mencap	www.mencap.org.uk