



  
**Bright Stars**

# **Rudston Primary School**

## **Anti-Bullying Policy** **Date: September 2025**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2025**

**Review Date: Autumn Term 2027**

## **Inclusion and Equality Statement**

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported.

We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against.

# Rudston Primary School

## Anti- Bullying Policy

### Rudston Primary School Statement of Purpose

At Rudston Primary School we work together to nurture a positive atmosphere of collaboration, openness, security and confidence. Children will be skillfully supported and guided to become independent and motivated learners who respect all and the environment in which they live and achieve their true potential.

### Overview:

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to or via the Internet). Bullying can be linked to race, gender or sexual orientation. **It is a Government requirement that all schools have an anti-bullying policy. In 2012 Ofsted published *No place for bullying*. This was followed by DfE guidance for schools: *Preventing and Tackling Bullying 2017*. This policy reflects this guidance.**

### Aims:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. In this context we aim:

- To produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying
- To make all those connected with the school aware of our opposition to bullying, and aware of their responsibilities with regard to the eradication of bullying in our school
- To produce a consistent school response to any bullying incidents that may occur

### Definition of bullying:

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### Forms of bullying:

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyber bullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

### Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

### Strategies:

In order to achieve our aims, our school implements the following strategies:

#### Our Children are:

- ☐ Encouraged to tell anybody they trust if they are being bullied or treated unkindly
- ☐ Invited to tell us their views about a range of school issues, including bullying through the School Council, Circle Time/ PSHE and regular consultations
- ☐ Invited to determine our anti-bullying code through our School Council
- ☐ Supported to understand that children with additional needs are extraordinary children who succeed despite the extra challenges they face

- ☐ Supported, if they have an additional need, through a range of strategies, to ensure that their own behaviour is not threatening to others

#### **The Governing Body:**

- ☐ Does not condone any bullying at all in our school
- ☐ Supports the head teacher in all attempts to eliminate bullying from our school
- ☐ Requires the head teacher to keep accurate records of all incidents of bullying
- ☐ Monitors incidents of bullying that do occur through the head teacher's report to governors

#### **The Head teacher:**

- ☐ Sets the school climate of mutual support and praise for success, making bullying less likely.
- ☐ Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- ☐ Ensures that all staff are aware of the school policy
- ☐ Ensures that all staff, including lunchtime staff, report incidents via CPOMS
- ☐ Reports to governors about the effectiveness of the anti-bullying policy

#### **Teachers and support staff**

- ☐ Consider all forms of bullying unacceptable
- ☐ Seek to prevent it from taking place using a range of methods which help prevent bullying and establish a climate of trust and respect for all. These include: drama, role-play, stories etc., within the formal curriculum.
- ☐ Use circle time/ PSHE to praise, reward and celebrate the success of all children and create a positive atmosphere.

#### **Parents**

Our parents are encouraged to:

- ☐ Actively promote the school's anti-bullying policy
- ☐ Immediately contact their child's class teacher or the head teacher if their child is being bullied or they suspect their child may be the perpetrator of bullying
- ☐ Support their child to develop positive anti-bullying skills

#### **Anti-Bullying Procedures:**

If a member of the Support Staff is made aware of an act of bullying, they will refer it to the appropriate class teacher.

If a class teacher is made aware of an act of bullying they will immediately investigate it themselves. This may involve counseling and support for the victim of the bullying and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and encouraging them to change his/her behaviour in future. Teachers record the outcome.

In some instances teachers refer incidents onto the Phase Leader, Deputy Head or the Head Teacher, who will follow the same procedure and record the incident and outcome.

If a child is repeatedly involved in bullying other children we invite the child's parents into school to discuss the situation and the steps to be taken to address the issue.

In more extreme cases, where these procedures have proven ineffective, the head teacher will consult with the Inclusion / SEN coordinator and may contact external support agencies.

The Learning and Wellbeing Mentor will consider supporting the family and child through the situation if this is appropriate and agreed by the class teacher, child, head teacher *and* parent/ carer.

**Complaints:**

If parents/carers are not satisfied with the school's response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

**Outcomes:**

Incidents of bullying are few.

When such incidents occur, they are responded to promptly.

All children feel safe.

All parents have confidence in the school's systems

**Monitoring Evaluation Review:**

Incidents of bullying are monitored through:

- The school's behaviour tracking log (CPOMS)

- The head teacher's report to Governors

Incidents are analysed with respect to patterns of people, places or groups; racist bullying, or bullying directed at children with disabilities or special educational needs.

The School Leadership and the Governing Body monitor the effectiveness, efficiency and impact of this policy annually.

Agreed by Staff: September 2025

Review Date September 2027