

Roman Road Primary School

Anti Bullying Policy

Adopted by governors
Annual review

Autumn 2026
Autumn 2027

Rationale

All pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Roman Road Primary School has a clear policy on the promotion of positive behaviour, where it is made clear that bullying is **WRONG** and will not be tolerated.

At our school, it is our aim to prepare children for life in the modern world. Children need to learn and understand what life is like in a multi-cultural society and grow up knowing what is and is not acceptable behaviour towards each other. It is important that this teaching begins at school; ensuring that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect (Equality Act 2010). In life, there are consequences for use of such discriminating behaviours and by teaching children; we will protect them from such instances. This includes tolerance of race, gender, religion, sexual orientation and disabilities.

At Roman Road Primary School we embrace diversity: we do not tolerate bullying of any type whether it be physical, racial, verbal, cyber, homophobic, trans or biphobic.

In this school, we believe bullying affects everyone, not just the aggressors and the targets. It also affects those other children who watch (bystanders), and pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes; insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed will a child best be able to benefit from the opportunities available here at Roman Road.

A Definition of Bullying

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying takes many forms but the main types are;

- Physical – Hitting, kicking, taking and destroying belongings, intimidation.
- Verbal – Intimidation, name calling, insulting, making racist, sexist or other personal comments.
- Emotional – Being unfriendly, excluding, tormenting (e.g. hiding books, gestures.)
- Racist – Taunts, graffiti, gestures about colour, religion, creed, family origins and background.
- Sexual – Unwanted physical contact or sexually abusive comments.

- Homophobic – Because of, or focussing on issues of sexuality.
- Cyber – All areas of internet (e-mail, chat rooms, mobile phones, text messaging, apps) misuse of associated technology; camera, video facilities.

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

- Looked After Children
- Children having caring responsibilities
- 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, bisexual or transsexual
- Those suffering from health problems, including mental health problems

The Effects of Bullying

Pupils who are being bullied may show changes in behaviour such as:

- Deterioration in work
- Fluctuation in mood
- Temper flare ups, abusive language and impulsive hitting out
- Nervous habits, jumpiness
- Poor attendance/lateness

The bullied child may:

- Be late for school or hang back at breaks or the end of the school day
- Want to change normal routines for travelling to or from school
- Start asking for extra money
- Try to avoid school, claiming spurious illness
- Withdraw from school activities and desire to remain close to adults
- 'Mislaid' books, equipment and belongings
- Have clothes or belongings inexplicably damaged
- Suffer from unexplained bruises and cuts
- Be afraid to use the internet or mobile phone

Bullying Awareness within the Curriculum

We are committed to ensuring that all of our children have the right to be protected from all forms of violence and abuse. Within the PSHE including RSE curriculum and through online safety sessions, the school takes the opportunity to raise awareness of the issue of bullying through understanding and respecting the rights of others. Education around this issue is also included in other subject areas (as appropriate),

dedicated workshops (delivered by our safeguarding partner Clennell) and in assemblies. Posters and displays around school encourage children to discuss their worries with trusted adults such as staff and grown-ups who they live with.

Our children can tell you that bullying is:

- Several Times On Purpose (STOP)

Our children can tell you that if they see bullying they should:

- Tell a trusted adult

Staff at Roman Road Primary School encourage pupils to:

- Talk about incidents and consider the consequences of inappropriate behaviour.
- TELL someone about inappropriate behaviour, as this is the best way to keep everyone safe.
- Understand that we all have a responsibility to look after each other. If we see someone being picked on, teased or bullied then we have a duty to help this stop.
- Understand that if they have a problem, which they cannot sort out themselves, then involving an adult is a good way to solve it.

Awareness raising exercises are carried out regularly throughout the year. Alongside bullying being part of our PSHE including RSE curriculum, each class takes part in Anti Bullying Week each November (appropriate to age and development). This is supported by school wide messages on the issue in assemblies, workshops and displays of work.

Individual Responsibilities

All members of the school community have a key role in promoting, implementing and supporting Roman Road Primary School's Anti-Bullying Policy. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.

- Ensure that embedded within the PSHE including RSE curriculum is a clear understanding that bullying is not tolerated at Roman Road Primary School.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.
- Follow guidance in all Child Protection related policies and procedures.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – **TELL SOMEONE**)
- Follow our school rules – **READY – RESPECTFUL - SAFE**
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the school office to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operate with the school and if their child is accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Strategies for Dealing with Bullying

Proactive Strategies – day to day strategies to discourage bullying

- Modelling positive behaviour for pupils by all adults.
- Listen carefully and support pupils, parents and staff.
- Monitor pupil behaviour closely in and around school.

- Recognise behaviour change and early signs of distress, (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety or fear), as an indicator of bullying.
- Organise initiatives (e.g. restorative conversations, school council, ELSA work, support from Space to Grow, buddy system, Cosy Café, lunchtime clubs)
- Curriculum approaches such promoting understanding of bullying issues through our PSHE including RSE curriculum and our Computing curriculum
- Draw on expertise and experience of outside agencies and other schools.
- Teach children about online safety and what cyber bullying is through our PSHE including RSE curriculum, Internet Safety Week and Computing curriculum

Reactive Strategies

Once an incident has come to light, we will:

- Listen to the child.
- Take the incident or report seriously and investigate carefully.
- This will be recorded on CPOMS using the Bullying Investigation Open category
- Decide whether we should deal with the incident or whether it should be referred to another authority.
- Log incidents of behaviour as quickly as possible and maintain detailed records on CPOMS.
- Reassure the target(s) and offer concrete help, advice and support.
- Once clear evidence of bullying is established, actions will be taken to ensure there is no recurrence.

These include:

- Individual interview / counselling of everyone involved by teaching staff or SLT.
- Ensure the aggressor is aware of the target's point of view and the school's tolerance of such actions.
- Increased monitoring of all vulnerable parties.
- Change of classroom seating plans
- Inform the Headteacher and other appropriate people of the situations and actions taken.
- Inclusion in our ELSA anti-bullying programme.
- Possible referral to Space to Grow or other outside agencies
- Provide alternative facilities for unstructured times (e.g. lunchtime clubs, Cosy Café)
- Use rewards / sanctions as defined in the behaviour policy.

- Increase home-school liaison.
- Opportunities for reparation.
- Regular welfare checks that are recorded on CPOMS

Disciplinary Steps for the Aggressor(s)

1. They will be warned officially to stop offending.
2. Informing the aggressors parents/carers.
3. Structured break times.
4. Keeping a behaviour diary.
5. They may be internally excluded for a given period of time.
6. They may be excluded from the school premises at lunch times.
7. We may arrange for them to be escorted to and from the School premises.
8. If they do not stop bullying, a fixed term exclusion will be issued
9. If they carry on they will be recommended for exclusion for a longer fixed period (up to five days).
10. If they will not end such behaviour, they will be recommended for permanent exclusion.

In some cases, the aggressor and/or their family may require support from additional services such as CAMHs/CYPs, the Emotional Wellbeing Team or Early Help. In this case, other school policies may need to be referred to such as the school Child Protection Policy.

Support for the Target(s)

We support the target(s) in the following ways:

- Check for any physical injury.
- Wait for the target to calm down before trying to find out what has happened and take time to listen carefully and establish facts. Log all details on CPOMS in a timely manner.
- Let the target know that a determined effort will be made to stop the bullying, that it is totally unacceptable and will not be tolerated.
- Focus on the behaviour, not the individual.
- Try to increase the target's self-esteem, confidence and offer sensitive treatment by others.
- Discuss solutions with the target and bully.
- Offer the target an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Inform the target's parents/carers and explain that this behaviour is being taken seriously.
- Offer continuing support when they feel they need it. This might include having a daily check-in with staff at a designated point – this should also be recorded on CPOMS.

- In some cases, the target and/or their family may require support from additional services such as the Emotional Wellbeing Team, CYPs or Early Help. In this case, other school policies may need to be referred to such as the school Child Protection Policy.

Monitoring, Evaluation and Review

The recording and monitoring of incidents of bullying are a part of the evaluation of our policy. However, this is underpinned by the gathering of feedback from all areas of the school's community. The feedback from children is central to this and, along with informal feedback to teachers, is dealt with more formally as a part of the programme of work for our PSHE including RSE curriculum.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

