

Anti-Bullying Policy



Approved by:	Governing Body
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Last reviewed on:	Autumn 2025
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Next review due by:	Autumn 2027
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Royton Hall Primary School Anti-Bullying Policy

1. Introduction

At Royton Hall Primary School, we recognise that bullying can occur in any school or setting. Preventing, raising awareness, and consistently responding to cases of bullying is a priority to ensure the safety and well-being of all pupils.

This policy is linked with our **Behaviour Policy** and **Safeguarding and Child Protection Policy**. It reflects our duty under the **Equality Act 2010** and the **Children Act 1989**.

2. Legal and Policy Framework

In line with the Equality Act 2010, the school is committed to:

- Eliminating unlawful discrimination, harassment, and victimisation.
- Advancing equality of opportunity between those who share a protected characteristic and those who do not.
- Fostering good relations between all pupils and members of the community.

Under the Children Act 1989, bullying should be treated as a **child protection concern** if there is reasonable cause to suspect a pupil is suffering, or is likely to suffer, significant harm.

3. Commitment

We are committed to safeguarding and promoting the welfare of pupils. All staff and volunteers share responsibility for creating a safe, respectful, and enabling environment.

Our ethos values:

- **Respect for others** through listening, trust, and honesty.
- **Positive relationships** between pupils, staff, parents, and carers.
- **Inclusion and fairness** for all.

4. Guiding Principles (EYFS and beyond)

From the moment pupils enter school, our policy is underpinned by these principles:

- Every child is unique, resilient, capable, and self-assured.
- Pupils learn independence and strength through positive relationships.
- Pupils thrive in enabling environments that respond to individual needs.
- Pupils develop in different ways and at different rates, including those with SEND.

5. Aims

We aim to:

- Create a school culture where bullying is never acceptable.
- Provide a safe, secure environment where all pupils can achieve their potential academically, socially, and personally.

6. Definition of Bullying

At Royton Hall Primary School, we teach pupils what bullying is and is not through PSHE and assemblies.

Bullying is:

- Behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally.
- Behaviour that usually occurs when there is an imbalance of power.
- Often prejudice-based or discriminatory.

Not bullying:

- A one-off disagreement.
- A falling-out between friends.

7. Types of Bullying

- **Cyber-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. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.
- **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, bisexual or transsexual people.

8. Pupils with SEND

At Royton Hall Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), feel safe, respected, and valued. We recognise that children with SEND can be more vulnerable to bullying and may require additional support in both prevention and response.

Bullying can take many forms and may specifically target a child's additional needs. Examples include (but are not limited to):

- Name-calling or derogatory remarks linked to learning needs, physical disabilities, or medical conditions.

- Mocking, imitating, or excluding a child because of their differences.
- Interfering with or damaging specialist equipment, mobility aids, or communication devices.
- Exploiting a child's social or communication difficulties.

Prevention

- Staff receive regular training on SEND awareness and inclusive practice.
- Our curriculum (including PSHE and assemblies) promotes respect for difference and celebrates diversity.
- We encourage peer support systems, such as buddies and playground helpers, to include and support pupils with SEND.
- Reasonable adjustments are made to ensure pupils with SEND can access all aspects of school life safely.

Other vulnerable groups more at risk may include:

- Looked After Children
- Young carers
- Pupils from ethnic minorities
- Pupils entitled to Free School Meals
- Pupils with English as an Additional Language
- Pupils perceived to be LGBTQ+
- Pupils with health problems, including mental health

9. Signs of Bullying

Staff should be alert to the following indicators:

Physical: unexplained injuries, damaged belongings, changes in appetite.

Emotional: withdrawal, anxiety, mood swings, loss of confidence.

Behavioural: reluctance to attend school, truancy, avoidance strategies, sudden changes in behaviour.

10. Prevention Strategies

- Regular assemblies and PSHE lessons to define bullying.
- Annual **Anti-Bullying Week** to raise awareness.
- E-safety education and parental support through newsletters and school website.
- Encouragement to report concerns promptly to an adult.

11. School Code of Conduct

Our code is built around three words: **Safe, Ready, Respectful.**

Pupils are expected to:

- Be kind, helpful, and polite.

- Respect others' feelings, opinions, and property.
- Allow everyone the right to speak and be heard.
- Care for the school environment.
- Use equipment safely and responsibly.
- Move safely around school.

12. Behaviour Policy

Our Behaviour Policy uses rewards, sanctions, and positive relationships to:

- Prevent inappropriate behaviour.
- Promote respectful and safe behaviour.

13. Responding to Bullying

All allegations of bullying must be reported to the **Headteacher or senior leader**.

Procedure:

1. Establish the facts through discussions with pupils, parents, staff, and witnesses.
2. If bullying is confirmed, a restorative approach will be used to explain the impact to perpetrators and support victims.
3. Clear expectations are set to prevent recurrence.
4. Parents of both victim(s) and perpetrator(s) are informed.
5. Persistent cases may involve outside agencies and further sanctions.
6. All incidents are recorded and monitored until resolved.

14. Listening to Pupils

When a child reports bullying, staff must:

- Listen carefully.
- Take the child seriously.
- Show empathy and reassure them it is not their fault.
- Avoid stereotypes.
- Follow safeguarding and reporting procedures.

15. Key Reminders for Staff

- Bullying can have long-lasting negative effects.
- Be vigilant, especially with vulnerable groups.
- Treat prejudice-based bullying with seriousness.
- Always report concerns and ensure children feel heard.

