



Anti-Bullying Policy

December 2025



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| Date Policy was formally adopted | December 2025 |
| Review Date | December 2026 |
| Written by | Colin Raraty |
| Chair's Name | Steph Green |

As a Rights Respecting School, at Rodings we are committed to upholding the United Nations Convention on the Rights of the Child (UNCRC) and use these articles to inform the policies and decisions we make. Some of the UNCRC articles which inform this policy are:

Article 2: Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: Best interests of the child - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15: Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

Article 18: Parental Responsibilities and State Assistance - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 19: Protection from violence, abuse and neglect - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Right to education - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Rodings Primary School promotes values which rejects bullying behaviour and promotes co-operative behaviour. Tackling bullying matters.

The anti-bullying policy takes its place within the general aims of the school and its Core Values of Respect, Enjoyment, Care, Confidence and Challenge. It has close links to [Child Protection](#), [Behaviour](#), [Online safety](#) and [PSHE](#) policies.

When dealing with any bullying incident reference should also be made to [SET \(Southend, Essex and Thurrock\) procedures \(2025\)](#).

Statement of Intent

Rodings Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded on Arbor. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Rodings Primary School, our definition of bullying is:

“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”



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying; these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT+ pupils and those perceived to be LGBT+.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying, take actions to stop the bullying from happening again and whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to the Designated Safeguarding Lead.
- Provide assurances to the child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send a clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re- occurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied
- Annual Anti Bullying Week.
- Provide children with purposeful responsibilities, developing their self esteem personal skills
- Provide the opportunity for vulnerable children to have access to Learning Mentors and counselling.
- Making children aware of the strategies to deal with low level issue and what to do in different situations including situations of cyberbullying
- Children participating in role play work as part of PSHE
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricular themes, drama, story writing and literature
- Whole school reward systems, including house point and class marbles
- Good quality role models
- Adults modelling appropriate responses to a wide range of scenarios
- Children and parents having a good knowledge of the procedure/policy
- Children having a clear understanding of their rights and responsibilities
- E-safety frequently discussed and taught (see Online Safety policy)
- Adults dealing with a situation, even if minor. Talking to the children may prevent the situation escalating

Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/Learning Support Assistant

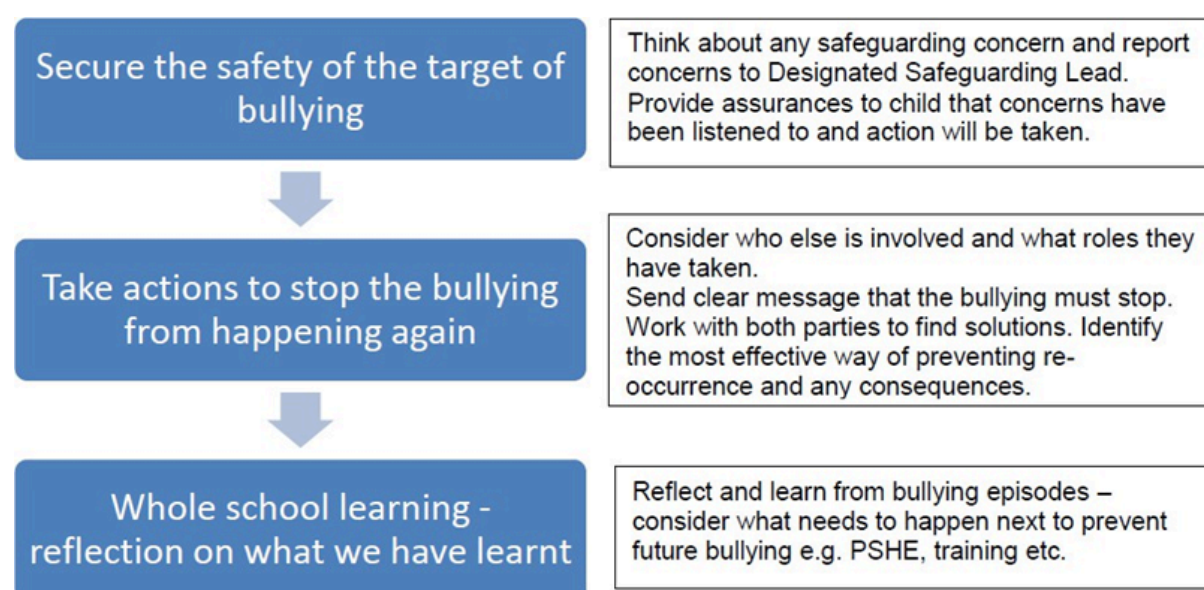
Some classes may have a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to give feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

When bullying has been observed or reported the following steps will be taken:

Step 1 Meet with the victim

Where bullying has occurred the victim will be asked what has happened and the feelings of the person concerned. The names of those involved need to be disclosed.

Step 2 Hold a meeting with those involved

A meeting will take place with those involved who will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of 6 to 8 usually works best.

Step 3 Explain the problem

The children are told about the way that the victim is feeling and a piece of writing or drawing might be used to emphasise their distress. The details of an incident are not discussed and blame is not allocated.

Step 4 Share responsibility

Blame is not attributed but the group are told that they are responsible and that they can do something about it.

Step 5 Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given but promises of improved behaviour are not extracted.

Step 6 Leave it up to them

The meeting ends with responsibility being passed over to the group to solve the problem. Agreement is reached about meeting again to see how things are going.

At some point between steps 1 and 6 a decision will be taken to inform parents and this will vary according to the nature of the problem.

Step 7 Meet again

About 1 week later each person is asked again how things are going. This allows the situation to be monitored and keeps the pupils involved in the process. This may continue as required.

Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Rodings Primary and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

The role of Governors

The Governing Board supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of the school's Anti-Bullying policy.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the [school complaints procedure](#) by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Board by writing to the Chair:

Steph Green

% Rodings Primary School or steph.green@rodingsprimary.co.uk

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

Glossary of Terms and Abbreviations

| Term/Abbreviation | Meaning |
|-------------------|---|
| Bully | A person or group behaving in a way which might meet the needs for their excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by this behaviour. These actions are targeted and repetitive. |
| LGBT+ | Lesbian, Gay, Bisexual, Trans |
| PSHE | Personal, Social Health Education |
| RE | Religious Education |
| SEND | Special Education Needs and Disability |
| SET | Southend, Essex and Thurrock Procedures for child Protection |
| UNCRC | United Nations Convention on the Rights of the Child |
| Victim | A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, or ability, to counteract or stop the harmful behaviour. |