



Anti-Bullying Policy

Date of Adoption by the Governing Body:	19 th March 2026
---	-----------------------------

1. Aims

Everyone has the right to feel happy and safe, whatever their age, ability, gender, race, religion or sexual orientation. At Rockcliffe First School, we believe that right extends to every child, parent and member of staff in our school family and we will not stand for bullying in any form.

'We Rock our 3Rs', which encompasses our 3 school values, underpin our Anti-Bullying Policy:

Ready – we strive for all children to be ready to learn and this comes from being responsible and respectful. When children are ready, they can access our engaging and exciting curriculum and we can ensure they meet their full potential.

Responsible – every child needs to feel both physically and emotionally safe. As a school, we are committed to creating a safe and stimulating environment where children and staff are responsible for maintaining it, and where bullying behaviour is regarded as unacceptable.

Respectful – this includes respect for themselves, others and school property. Behaviour is explicitly taught and modelled at Rockcliffe. Children are given the tools to explore their own and others' emotions so they can understand how their actions affect others and they will reflect on how actions have consequences. Children are taught about differences and that everyone has the right to be valued equally.

Through this, we aim to:

- To take firm action to prevent bullying behaviours in school
- To develop whole school approaches to children who exhibit bullying behaviours
- To be seen to be dealing with bullying and communicate the school's policy to children, staff and parents
- To support victims of bullying incidents
- To ensure staff are clearly aware of all types of bullying and this includes any language of a homophobic nature, gender, religious or racial stereotyping

2. Legislation, Statutory Requirements and Statutory Guidance

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

3. Bullying (as defined in section 5 of the Behaviour Policy)

At Rockcliffe First School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, Anti-bullying week and PSHE lessons.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

4. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues, including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper or emotions, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression
- **Behavioural:** asking to be taken to school, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy
-

5. Bullying Prevention

5.1 Behaviour Policy

Our 'We Rock our 3Rs - Ready, Responsible and Respectful' is regularly promoted in staff training and assemblies and displayed throughout the school. By having pupils follow these rules and staff reinforce them, bullying should be significantly reduced.

Our Behaviour Policy is based around the Five Pillars of Practice:

1	2	3	4	5
Consistent, Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow-ups

It is rooted in consistency and promotes positive behaviours to prevent inappropriate behaviours.

5.2 School Approach

- We do all we can to get to know all of our children as well as we can
- We listen to our children and we take their concerns seriously.
- We promote a caring ethos across our school where all are valued and treated with respect
- Staff hold regular meetings for vulnerable children to review individual children who exhibit bullying behaviours and those who have been victims of such behaviours.
- Adequate supervision of the children during break and lunch time will be provided to ensure all areas of the playground are covered.
- **STOP** We use the acronym STOP to teach pupils the definition and how to address bullying:
 - STOP 1 - When is it bullying? Several Times On Purpose
 - STOP 2 - What should you do? Start Telling Other People

5.3 Curriculum

Preventing bullying and raising awareness are essential to keeping incidents at our school to a minimum. Through assemblies and PSHE lessons, pupils are given regular opportunities to discuss what bullying is and incidents we would not describe as bullying.

In addition to our PSHE curriculum, we respond to incidents as they happen, and staff may seek advice from our PSHE lead or SLT to support them in delivering class-specific content.

As part of our Computing Curriculum, we highlight what a child should know about current online technology, its influence on behaviour and development and the skills they need to navigate it. There is a designated strand on Online Bullying. Our website also includes help and advice for parents and carers on how to support their child using technology safely at home.

We also take part in the annual 'Anti-bullying Week' during the Autumn Term and Online Safety Day in the Spring Term, which is held to further raise awareness.

6. Responding to Bullying

In any case of alleged bullying, the class teacher, where possible, should first establish the facts and build an accurate picture of events over time by speaking to the alleged perpetrator(s), victim(s), and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

We have a number of agreed strategies available to staff in response to bullying. Our emphasis will be one where each child is listened to carefully and fairly.

Staff will:

- Talk to the suspected victim and witnesses. It is important that children feel heard when discussing or disclosing potential incidents of bullying.
- Talk to the child/children accused of bullying to hear their side of the story.
- If the child admits that they have bullied another child, apologies will be made, appropriate sanctions will be agreed and both child's/children's parents will be informed. It is made very clear to children that excuses such as 'I was only playing' or 'It was a fun fight' are unacceptable.
- Incidents of bullying will be logged onto CPOMS.
- If the alleged bully does not own up, further investigations will be made by a member of the Leadership Team in conjunction with the class teacher, witnesses sought and the situation will be discussed with parents and an agreed plan of action will be made.
- The situation will be monitored to ensure that it does not become an issue again.
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree on clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g., through external agencies), further monitoring, support, and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.
- There will be an opportunity for 'victims' and 'bullies' to discuss their experiences. Bullies are often victims too and they will be given care and support to change their behaviour.

When dealing with a bullying incident, we will always:

- a) Endeavour to remain calm

b) Take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victims

c) Record the incident in CPOMS and report to the Headteacher

Exclusion from school will be used as a final resort when all other channels have been followed, including intervention specialist external advisors.