



RUSHDEN PRIMARY ACADEMY

Anti-Bullying Policy

Respect yourself and others

Take **pride** in your environment

Achieve your goals

Updated: September 2025

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Anti-Bullying Policy

Introduction

The staff at Rushden Primary Academy are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying is a priority to ensure the safety and well-being of our pupils.

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.

At Rushden Primary Academy, 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, school staff may report their concerns to their Local Authority's safeguarding team.

Principles

It is the responsibility of the governing body, the Principal and the wider school staff to ensure that all members of the school community work within a safe and enabling environment.

Our school rules encourage all children to:

Respect yourself and others

Take **pride** in your environment

Achieve your goals

Our rules are embedded, discussed, and referred to frequently and children are encouraged to positively recognise their peers if they are meeting the school expectations.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Rushden Primary Academy. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Rushden Primary Academy, we use our value Respect, to teach about bullying and unkind acts. We raise awareness through assemblies and Jigsaw PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying usually happens when the relationship is imbalanced.
- It could be prejudice-based or discriminatory (age, gender, or disability for example)

Types of Bullying

- Physical – refers to physical harm that is inflicted upon the victim.
- Verbal – when words are said to the victim with the intention to upset, belittle and or insult.
- 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.
- Vulnerable Groups - 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

Signs of Bullying

Staff are vigilant in identifying signs of bullying or other child protection issues. Signs may be:

- 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, 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 by an adult (for older children), coming home for lunch, 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.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as Jigsaw PSHE lessons, pupils are given regular opportunities to discuss what bullying is. An annual 'Anti-bullying Week' is held to further raise awareness.

Not all incidents are classes as bullying, these may be: friends falling out, a one-off argument or a child being hurt by another accidentally.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents'

awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships and interaction, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

In any case of alleged bullying, either the class teacher, the Principal, or a senior member of staff will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Principal (or a member of the Senior Leadership Team) will use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded, and parents of both parties will be informed.

If the situation does not improve, the Principal and another member of the Senior Leadership Team will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which will be shared with the pupils involved. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action will be taken until the bullying has stopped.

We recognise that the perpetrators of bullying may also be victims and that they may need support to help them to adapt their behaviours. All children deserve the right and the opportunity to make mistakes and make amends.

Listening to children

It is important that children are, and feel that they are, listened to when discussing or disclosing any potential incidents of bullying.

Staff will:

- Listen to the child
- Take them seriously
- Show empathy

- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to speak-out
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it