

ROCKMOUNT PRIMARY SCHOOL

ANTI-BULLYING POLICY AND PROCEDURES

April 2026

Rockmount Primary School is dedicated to ensuring that all pupils reach their full potential. For pupils to achieve their best they need to feel safe and confident that the school community values them and addresses their wellbeing. Rockmount Anti-Bullying Policy is regularly reviewed to ensure that the school is constantly improving its practice. The school has signed and adheres to the Anti-Bullying Charter (see appendix 2) and this policy extends the school's specific duties to preventing bullying. This policy has also been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (September 2024). We recognise that every pupil has the right to a safe and secure environment and that bullying is any action, which impinges on these rights. We understand bullying to be usually intentional behaviour which results in physical or psychological distress.

This school believes that equality of opportunity and mutual respect should apply to all members of the school community. Every member of the school community has a responsibility to ensure that this policy is put into practice. While this policy primarily reflects pupil on pupil bullying its principles apply to all members of the school community. For the avoidance of doubt, the school community primarily includes, but is not limited to, staff, pupils, parents/carers and governors.

Rationale

Rockmount Primary School is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work and learn in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional.

Forms of Bullying

All members of the school community must have a clear understanding of what bullying is in its various forms, how to identify the difference between disagreements between members and acts of sustained physical or psychological violence against another. Anti-social behaviours take various forms i.e.:

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Bullying via technology, known as online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, messenger, through gaming, websites and apps. This also includes any form of online bullying involving AI.
- Emotional bullying

Rockmount School recognises that bullying can take many forms and can affect all members of the school community this can include prejudicial bullying:

- Prejudicial bullying includes:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic bullying)
 - Gender based bullying

Preventative Measures

Rockmount School promotes a safe school environment and uses prevention, detection, and adopts the following strategies:

- Valuing relationships, all members of the school community are expected to show respect, tolerance and trust towards each other and to actively promote the well-being of all.
- Through the wide school curriculum including PHSE and RSE, pupils will learn about building positive relationships, conflict resolution skills and emotional health and well-being.
- Staff will promote the anti-bullying message in assemblies, circle times and registration as well as throughout the day at break and lunchtimes.
- Staff will use a range of techniques to help promote communication, acknowledge feelings and promote pupil wellbeing, including during circle times.
- Enabling parents to feel confident in informing staff of any issues knowing that matters will be treated sensitively and confidentially.
- Participating in national events such as Anti-Bullying Week

Anti-bullying Procedures

We teach pupils to tell someone if they are being bullied or if someone they know is being bullied. Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be referred to an appropriate member of staff as quickly as possible. Learning and Teaching Leader have training, experience and the capacity to respond swiftly and effectively to incidents as they occur.

Dealing with incidents:

- Pupils will be reassured that their concerns are being taken seriously and will be investigated
- The relevant senior leader will be informed as soon as possible with details of the incident
- Senior leaders will investigate all reported incidents of bullying
- Appropriate pupils will be interviewed and statements taken
- Staff may mediate if all pupils agree to attend to resolve the situation; this may be done informally or where a formal meeting happens pupils will be given a time, if this is after school staff will inform parents of the meeting and any resolution.
- Staff may also do indirect mediation where pupils do not wish to meet, but a resolution is necessary for both pupils to feel safe in school
- Where staff feel that the seriousness of the incident has impacted on the school community this will be referred to the Headteacher or Deputy Headteacher
- Where appropriate the Inclusion Team will direct support to children
- In-school playground/activity exclusion may be used as appropriate
- Incidents of bullying will be recorded on our school tracking system (CPOMS)
- Incidents of prejudice related incidents are reported termly to the Governing Board and will be sent to the Local Authority when requested

- Incidents of prejudice related incidents on members of staff will also be sent to the Local Authority when requested.

Incidents that affect the whole school community or have an impact of the local community mean that the Headteacher may take specific action including:

- Restorative Conference – where a bullying incident occurs all those affected are asked to attend to acknowledge the harm caused and what needs to be done to repair the damage, and prevent it happening again.
- Exclusion from school in severe cases.
- Referral to outside agencies; this may include police, social services, counsellors and voluntary agencies i.e. victim support.

Cyberbullying

Children are not permitted to bring a Smartphone into school (Appendix 3).

Parent/Carers of Year 5 and 6 children who wish their child to carry a phone on their way to and from school, must sign a consent form to say they give permission for their child to bring a non-smart mobile phone to school and that they agree to support the school when dealing with cyberbullying concerns.

When responding to any cyberbullying concerns, the school will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Inform the police if a criminal offence has been committed

Responsibilities of All Stakeholders

The Responsibilities of Staff

Our staff will:

- Foster the values of self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the pupil who is bullied and to the bully and the importance of telling a member of staff about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to pupils who have been bullied, take what they say seriously and act to support and protect them by encouraging them to speak out and report incidents.
- Report suspected cases of bullying to a member of the Senior Leadership Team.
- Record instances on bullying on CPOMS
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

The Responsibilities of Parents/Carers

We ask our parents/carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved.
- Supporting the school response to any instances of bullying.

The Responsibilities of All

Everyone should work together to eradicate all types of bullying.

Participation and Consultation Process

The school will collect data to identify trends and to monitor the effectiveness of interventions.

What we use to find out how well we're doing:

- Awareness raising programmes (Curriculum & parent/carer information evenings)
- Survey/questionnaires distributed to pupils, parents/carers and whole school staff.
- Obtaining the views of elected pupil representatives e.g. Peer Mediators or School Council members.
- Monitoring, evaluation and review.

Training and Resources

- Training opportunities for staff, parents/carers, pupils and governors.
- Annual training and specific training based on emerging needs of the school community.

Links to related policies

- Behaviour
- Complaints
- Equalities
- E-Safety and User Agreements
- Safeguarding
- Governing Body terms of reference
- Community Cohesion
- Healthy Schools, PSHE, RSE
- Mobile Phone Statement

Appendix 1

Warning Signs

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help. It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

Signs that a Child is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs. Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Poor academic progress, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Signs that a Child is Bullying Others

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Have unexplained extra money or new belongings
- Blame others for their problems
- Do not accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Why don't children ask for help?

Statistics show that adults are often not notified of bullying incidents. Children don't tell adults for many reasons:

- Bullying can make a child feel helpless. Children may want to handle it on their own to feel in control again. They may fear being seen as weak or as telling tales.
- Children may fear backlash from the child who bullied them.
- Bullying can be a humiliating experience. Children may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Children who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Children may fear being rejected by their peers. Friends can help protect children from bullying, and children can fear losing this support

Bullying – A Charter for Action

Name of School _____

Name of Local Authority _____

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

NASUWT
www.teacherunion.org.uk



nsla National Governors' Association



ASCL Association of School and College Leaders

NAHT National Association of Head Teachers

department for
children, schools and families

ADCS
Leading Children's Services



PAT

UNISON
the public service union

PCR
Network
www.pcrnet.org.uk

Appendix 3

Rockmount Primary School Pupil Mobile Phone Statement

Smartphone Free Schools

As part of our ongoing commitment to fostering a positive and healthy learning environment, **Rockmount Primary School is a 'smartphone free' school.**

Currently, there is a national conversation about the appropriate age for children to receive their first smartphone. While technology offers numerous benefits and opportunities, recent research has highlighted a concerning link between the age at which a child gets their first smartphone and mental health issues in young adulthood.

(see research <https://sapienlabs.org/wp-content/uploads/2023/05/Sapien-Labs-Age-of-First-Smartphone-and-Mental-Wellbeing-Outcomes.pdf>)

We understand that many parents choose to provide their children with smartphones once they start walking to school independently, primarily for safety reasons. However, over the past few years, we have observed a significant increase in problems related to phone use and social media participation among our children. Also, once a child has a smartphone (especially if it is linked to a contract), it can be challenging for parents to retract this decision. Some parents, despite initial reluctance, eventually give in to provide a phone to prevent their child from feeling isolated from their peers.

Recognising these challenges, and following the trend set by many secondary schools, we have decided to implement a smartphone-free policy. We encourage parents who feel the need for their child to have a phone for safety reasons to consider pay-as-you-go basic phones without internet access. These phones are both affordable and readily available.

Children from Nursery to Year 4 are **not** permitted to have phones in school.

Year 5 and Year 6 pupils who make their own way to and from school (when parents/carers have signed a permission form) will **not** be allowed to bring in smartphones but may use a basic phone without internet access. Please note that pupils will still be required to hand in a phone at the beginning of each school day.

For more detailed information and resources, please visit the Smartphone Free Childhood website.

[Smartphone Free Childhood](#)