



# ANTI-BULLYING POLICY

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## 1 INTRODUCTION

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **We are a *TELLING* Academy**

This means that *anyone* who knows that bullying is happening is expected to tell someone they trust.

## 2 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

- Bullying hurts and can have long lasting effects.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- The victim(s) and perpetrator(s) need support and guidance.
- To encourage and develop the role of the bystander in reporting bullying behaviour.

## 3 WHAT IS BULLYING?

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.” (Anti-Bullying Alliance)

Bullying can be:

- Emotional    being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical     pushing, kicking, hitting, punching or any use of violence
- Verbal        name-calling, sarcasm, spreading rumours, teasing
- Virtual        All areas of internet such as email & internet chat room misuse. Cyber Bullying  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities
- Written        Graffiti or through letter or written articles

There can be different dimensions to bullying

- Racist: Racial taunts, graffiti, gestures. Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin.
- Sexist and Sexual: Unwanted physical contact or sexually abusive comments or suggestions. The recipient of this abuse can be male or female.

- Homophobic: Because of, or focussing on the issue of sexuality. Any hostile or offensive action against lesbians, gay males, bisexuals or transgender or those perceived to be lesbian, gay, bisexual or transgender.
- Personal Comments: This may relate to age, size, ability, disability appearance, health or family circumstances. They can be names or random acts of aggression actions against the individual. It also includes sarcasm being used as a form of control.

#### 4 SIGNS AND SYMPTOMS

These examples may indicate bullying (it is not designed to be used as a checklist and other causes should also be considered alongside bullying).

##### Pupil who is bullied:

- **Physical Signs:**
  - Injuries:** has unexplained injuries such as cuts or bruises.
  - Illness:** regularly feels ill in the morning
  - Anxiety:** is frightened of walking to or from the academy, begs to be driven to school, becomes withdrawn anxious, or lacking in confidence, cries themselves to sleep at night or has nightmares, asks for money or starts stealing money
  - Appearance:** comes home with clothes torn or books damaged, has possessions which are damaged or "go missing", has dinner or other monies continually "lost"
  - Speech:** starts stammering
- **Emotional:**
  - Avoidance:** is unwilling to go to school, begins to truant
  - Uncharacteristic Behaviour:** e.g. becomes aggressive, disruptive or unreasonable, stops eating
  - Attention Seeking**
  - Reluctance to discuss:** is frightened to say what's wrong
  - Mood Changes**
  - Attempts or threatens suicide or runs away**
- **School:**
  - Attendance**
  - Punctuality**
  - Deterioration in work standards**
  - Lingering behind:** unwilling to go out at playtimes
  - Changes their usual routine:** travel, is afraid to use the internet or mobile phone
  - Exclusion**

##### Pupil who is exhibiting bullying behaviour:

- **Physical:**
  - Aggression**
  - Picking on others**
  - Often weaker**
  - Robust behaviour**

- e) *Money and possessions*
- **Emotional:**
  - a) *Abusive language*
  - b) *Temper*
  - c) *Domination/Manipulation*
  - d) *Intolerant*
  - e) *Disrespectful*
  - f) *Unwilling to share/include*
  - g) *Lack of genuine friendship*
- **School:**
  - a) *Disruptive behaviour*
  - b) *Gangs*
  - c) *Complaints*
  - d) *Unpopular/False popularity*

*It is important to note:*

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **5 PROCEDURES AT ROTHWELL C OF E PRIAMRY ACADEMY**

1. Children are encouraged to report all incidents of bullying or perceived incidents of bullying to any adult in the academy they trust.
2. All reports are taken seriously by adults in the academy initially any adult can deal with the situation and a report giving brief details should be given to the child's class teacher to be recorded in class behaviour files. It is the responsibility of the class teacher, Learning Mentor or Behaviour Support Worker to investigate the issue in the first instance to determine whether bullying has occurred and its severity/threshold.
3. If no bullying has occurred then the behaviour policy is followed to deal with behaviour issues.
4. If the incident is deemed to be Low Level then the class teacher is responsible for instigating appropriate actions and strategies to resolve the issue. The 'Bullying Flow Chart' will support this process and provide guidance on appropriate actions and strategies. The academy's bullying database should be completed by the investigating member of staff.
5. Persistent incidents and those deemed to be Medium or High Level should be reported to the Learning Mentor, Behaviour Support Worker and the Senior Leadership Team who will decide upon an appropriate person to continue the investigation and implement actions and strategies to resolve the issue. The 'Bullying Flow Chart' will support this process. The academy's bullying database should be completed by the investigating member of staff.
6. Bullying will usually be dealt with through a support approach, mediation /conflict resolution and where necessary, restorative justice (Behaviour Support Worker trained to implement this). Support will focus on all parties and outcomes will be monitored. Both victim and perpetrator will receive help either individually or together as deemed appropriate. The 'Bullying Flow Chart' will support this process. Sanctions will be imposed in-line with the Academy's Behaviour Policy.

7. Parents will always be informed for Medium and High level incidents and may also be informed for Low level cases when this is deemed necessary.

## **6 RACIST OR HOMOPHOBIC COMMENTS OR INCIDENTS**

Comments of this nature, perceived by the victim as offensive, are reported directly to the Principal via the Harassment Reporting Form Copies of these can be requested from the academy office.

## **7 BULLYING INVOLVING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**

Bullying is one of the most damaging forms of discrimination. A report from the Children's Commissioner in 2006 and another by the National Autistic Society in 2007 demonstrate that children with Special Educational Needs and disabilities are more likely than their peers to be bullied. In a 2007 survey of children with learning disabilities, Mencap found that eight out of 10 respondents had been bullied and six out of 10 had been physically hurt. This makes developing a positive culture and an anti-bullying message in school even more important.

## **8 CYBERBULLYING**

Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Pupils are taught to stay safe online through working with D Side and through the curriculum.

## **9 BEHAVIOUR POLICY**

Rothwell C of E has a comprehensive Positive Behaviour Policy. It is intended that this policy should be read in conjunction with our behaviour policy, which outlines our responses to day to day behavioural incidents.

## **10 PREVENTION**

We will use Personal, Social, Health & Citizenship Education lessons, Assemblies, Outside Speakers, Anti Bullying Campaigns and The National Anti Bullying week to help us prevent Bullying in our academy. In addition:

- Each class has its own set of rules or code of conduct
- Pupils sign the home academy agreement
- Reading stories about bullying or having them read to a class or assembly
- Using Internet materials to support understanding of the issue.
- Using role play to explore attitudes and strategies to deal with bullying especially linked to the SEAL materials
- Having regular discussions about bullying and why it is important to deal with it.

## **11 ADULT BULLYING**

As an academy we do not accept any kind of bullying including that of adult to adult intimidation. The scope of this policy therefore caters for:

- Staff to staff bullying.
- Bullying of staff or Governors by parents or parents by staff

- Bullying by members of the Governing body.
- Adults bullying pupils on academy premises.

All the definitions and procedures outlined above apply equally to adult members of our community.

- Any incidents perceived or actual should be reported to the Principal who will investigate and take appropriate action.
- In the case of perceived or actual bullying by Principal the incident should be referred to the Chair of the Governing Body.

## 12 REPORTING BULLYING

Rothwell C of E is a “Telling Academy” we encourage all our pupils and staff to report incidents of bullying.

**Pupils:** can report to class teachers, the Head teacher or the academy Learning Mentors/Behaviour Support Worker

**Staff:** can report incidents to the Principal, Vice Principal or Chair of Governors

**Parents :** can report to their child’s class teacher, the Vice Principal, Principal or academy Learning Mentors/Behaviour Support Worker.

## 13 COMPLAINTS

- An individual wishing to make a complaint about this policy or the procedures related to it should discuss this with the Academy in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Parent/Carer Complaints Policy (Spring 2015).

## 14 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

### HELPFUL ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Kidscape website	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>