



ANTI-BULLYING POLICY

Ratification

Date Approved:

SIGNED:

SIGNED:

Review Date: July 2022

July 2021

Fiona Pearson, Chair of Governors

Mrs Pavan Chandhoke, Principal

Context and Purpose

Rosecliffe Spencer Academy is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in the Academy. This Policy outlines what Rosecliffe Spencer Academy will do to prevent and tackle bullying. We are committed to developing a culture whereby bullying will not be tolerated and we work actively with parents/carers to promote a shared approach to children's safety and well-being.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. If bullying does occur, all pupils should feel able to tell someone they trust and know that incidents will be dealt with promptly and effectively.

This Policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017 and should be read in conjunction with the Rosecliffe Spencer Academy Safeguarding Policy.

Whole School Approach

Rosecliffe Spencer Academy is a school where each individual is entitled to and receives respect. The staff, governors, pupils and parents work together to create a climate of positive relationships, care and mutual respect, through all aspects of school life. In school every person has the right to be themselves and to be included in a safe and happy environment. Everyone at the school is equal and should be treated with respect.

Our School Community:

- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- 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 to parents/carers regarding their concerns on bullying and deals promptly with complaints
- Monitors and reviews our Anti-Bullying Policy and practice on a regular basis
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Spencer Academies Trust and other relevant organisations when appropriate.

This policy should also be read in the context of The Rosecliffe Way, which underpins everything that is done in the Academy:

With the love and care of our families and with the help of our teachers, we:

- *care for each other and ourselves*
- *care for our Academy*
- *care for our community*
- *show resilience in our learning*

Objectives of the Policy

The specific objectives of the Policy are to:

- Outline the roles and responsibilities of all parts of the school community
- Provide a working definition of bullying in the school context
- Set out guidance on preventing, identifying, reporting and responding to bullying within the Academy

Roles and Responsibilities

Principal	The Principal has overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all members of the school community. This includes ensuring the Policy is communicated and understood and ensuring that any disciplinary measures are applied fairly, consistently and reasonably.
Pupils	All pupils must abide by this Policy at all times. Pupils should not take part in any kind of bullying and should watch out for the potential signs of bullying among their peers. If pupils witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.
Staff	All teaching and support staff have a duty to report bullying, to be watchful for the signs of bullying and to play an active role in the school's effort to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform the relevant member of the leadership team.
Parents and Carers	Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, by telephone or email.
Governing Body	To support the implementation of the policy and to give advice and guidance where relevant

Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting;

taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Bullying specifically includes inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips, outside school and in cyberspace. Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school, at the weekends or during the holidays. The nature of cyber bullying in particular mean that it can impact on students' well-being beyond the school day. Pupils, staff, parents and carers must be watchful for bullying outside of school and report and respond according to their responsibilities as outlined in this Policy.

Bullying can take many forms and be related to a number of prejudices including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientations
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and bullying to all genders

Key Elements of the Anti-Bullying Policy

Preventing and Identifying Bullying

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others
- Use a variety of methods to support children in preventing and understanding the consequences of bullying through the GROW curriculum which has the core values of respecting each other
- Bullying is considered to be unacceptable behaviour which occurs 'Several Times, On Purpose - children are made familiar with the STOP acronym to help them identify bullying behaviour
- Invite representatives from across the school community to share any issues and concerns at regular anti-bullying interest group meetings
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Regularly canvas children's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Make child-friendly anti-bullying policies available to all children in leaflet form and on the school website
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of help lines and websites
- Challenge practice which does not uphold the values of tolerance, non-

discrimination and respect towards others

- Regularly update and evaluate approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying and follow the school Policy and procedures (including recording and reporting incidents)
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive school ethos.

Reporting and Responding to Bullying

- Proactively gather and record concerns and intelligence about bullying incidents and issues, via CPOMS, so as to effectively develop strategies to prevent bullying from occurring
- A clear approach for pupils, staff and parents/carers to access support and report concerns
- Actively create “safe spaces” for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded on CPOMS and therefore shared with the Principal and/or designated lead
- The Principal / designated lead will interview all concerned and will record the incident on CPOMS
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the Behaviour and Discipline Policy
- Parents/carers will be kept informed and in serious cases they will be asked to attend a meeting to discuss the problem
- If necessary and appropriate, police and other external agencies will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour
- Sanctions will be used as appropriate and in consultation with all parties concerned

Support for Pupils Involved in Bullying

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Providing peer support from anti-bullying 'buddies'
- If online, requesting content be removed and reporting account/content to service provider
- Sanctions in line with school Positive Behaviour Policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions or speaking with police or local services.

Working with Parents/Carers

The Academy will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know where to access independent advice about bullying
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Encourage parents work with the school to role model positive behaviour for pupils, both on and offline.

If parents/carers suspect their child is a victim of bullying they must report any incident to the class teacher. Parents/carers must not attempt to resolve the problem by speaking to the child they believe is behaving inappropriately, or approach the parents or that child or encourage their own child to "be a bully back". These actions will only make the problem harder to solve.

Review & Monitoring

This Policy will be reviewed:	Annually
By:	Pavan Chandhoke
Last Reviewed:	July 2021

Next Review date:

July 2022

Changes made:

Reformatting

Supporting Documentation

APPENDIX 1:

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together advise and support outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources

for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- [The Education and Inspections Act 2006](#)
- [DfE \(Independent School Standards\) \(England\) Regulations 2019](#)
- [The Equality Act 2010](#)