



# **Roebuck Academy**

## **Anti-bullying Policy 2023**

**Approved by the Governing Body: February 2023**

**Next review due: February 2025 (every 2 years and in-line with KCSiE on an annual basis)**

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## **Aims/Approach:**

At Roebuck Academy, we believe that it is vitally important that everyone is safe and happy. We aim to ensure that everybody can teach and learn successfully in a supportive, caring and secure environment, irrespective of ethnicity, age, disability, gender, religion and belief, with equal opportunities for all.

The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and well-being of all our pupils and we will take all steps to ensure their safety.

This policy works together with the school's Behaviour, Attendance, SEND and Equality policies to ensure we achieve this. The aim of this policy is to support the prevention and prompt dealing with any behaviour deemed as bullying. We aim to promote an ethos where bullying is viewed as completely unacceptable, and it should be reported immediately.

This will happen through:

- Raising awareness of, and defining bullying, as well as gaining an understanding as to why some children bully;
- Positive action to prevent bullying within PSHE, Citizenship and opportunities within other curriculum areas;
- Development of a consistent no-tolerance response to any bullying incidents that may occur;
- Provision for support for all members of the school community who may be involved in a bullying situation;
- Developing and supporting home, school and community partnerships;
- Identify peer on peer bullying quickly and intervene in a timely way.

We believe it is important that all issues of bullying are openly addressed and resolved in order that pupils may reach their full potential. Bullying is antisocial behaviour and can affect everyone; it is unacceptable and will not be tolerated. The staff at Roebuck Academy appreciate that we are not immune from the various forms of bullying and are, therefore, active in our efforts to prevent such patterns of unacceptable behaviour.

## **Definition of Bullying**

Bullying is defined as deliberate hurtful behaviour, repeated over a period of time, and where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- **PHYSICAL** – punching, hitting, kicking, any form of violence
- **VERBAL** – name-calling, insulting, racist remarks
- **EMOTIONAL/PSYCHOLOGICAL** – spreading nasty rumours, excluding from groups, gestures, mimicking, blackmailing

- **MISUSE OF TECHNOLOGIES** – cyber bullying - sending texts on mobile phones, sending hurtful messages by email, misuse of games consoles or social network sites
- It is not an isolated incident or a one-off unkindness between peers

**THERE ARE TWO MAIN COMPONENTS IN EFFECTIVE ANTI BULLYING PRACTICE:**

- **PREVENTION**
- **REACTION**

***Prevention:***

There is less bullying in schools where it is regularly discussed and consistently condemned.

We will aim to prevent bullying through:

- Ensuring the community understand what the term ‘bullying’ means and that it is utterly unacceptable;
- Creating a telling environment – where everyone knows it is good to tell and ensuring children know the vital role of bystanders in helping to eliminate bullying;
- Valuing our school ethos where all individuals are encouraged to respect the needs, rights, wishes and property of others;
- Enhance pupils’ self-esteem, confidence and problem-solving strategies;
- Having identified a range of consistent procedures for dealing with all incidents, and which all are clearly aware of;
- Implementing strategies for supervision of ‘high risk’ times of the day;
- Developing skills of co-operation, listening, sharing, negotiation and conflict resolution;
- Providing space and time for children to explore why bullying occurs and encouraging all individuals to work on more positive relationships and social interactions;
- Teaching protective behaviours so that; Every child knows they have the right to feel safe. Every child knows that nothing is too small to tell someone. Developing the use of network hands so every child has identified adults to share their worries with.

We will achieve this through:

- PSHE lessons – including SEAL planned curriculum time focusing on bullying, self-esteem, rights and needs, problem solving

E-Safety lessons and assemblies

- Other curriculum subjects – such as through role play in drama
- Regular assemblies to ensure children understand what bullying is and what will be done about it
- Classroom Rules – sharing of these and frequent revisiting

- Explaining and running of our School Behaviour Policy • Raising profile of bullying through well-being Week in November.
- Playground mapping
- Posters displayed around school
- Circle Time
- Adult encouragement and praise for children telling and taking an active role in helping others
- School Council / Dream team /Peer Mediators
- Worry boxes
- Lunchtime Clubs
- Recording of any issues/behaviour using CPOMs
- Small social skills groups
- Theatre Production Performances
- Personalised worry cards for some children.
- Network hands
- 1: 1 pastoral support
- Regular Questionnaires
- Regular training of our staff to provide opportunities to reflect on and agree consistent approaches
- Adults always ready to listen to what children have to say including Second Adult Rule

***Reaction:***

Prompt action is vital. All staff must act swiftly and importantly, be seen to act firmly against bullying when it occurs. Consistent and fair responses by adults contribute hugely to eliminating bullying in schools.

All incidents of bullying should be recorded on CPOMs in sufficient depth so that analysis of patterns can inform policy and practice. SLT (Senior Leadership Team) copied into all reports. Governors will be given updates.

Procedures for reporting and responding to bullying:

***SUPPORT FOR PERSON BEING BULLIED:***

- Adult who sees/is told about the bullying makes clear notes on the incident and record this on CPOMs in line with policy, this should be recorded under the 'bullying category
- AHT/DH/HT becomes named person for dealing with the bullying from this point on

- AHT/DH/HT speaks to the person – begins by asking open questions and not insisting on information. Demonstrates concern that the pupil has some difficulties and expresses belief that we can help. Also makes it clear that this will have to be shared with other adults, cannot remain a 'secret'
- Facts are established and concerns and issues are discussed
- Person receives reassurance and support, and a 'safe area' is identified where the pupil can go in times of need. Network hands is revisited.
- An Action log is established regarding the next steps to take. Help the pupil to plan a response that is positive, realistic and carefully considers the actions suggested by, and views of the pupil. What does the pupil want to say and be done? Help the pupil to formulate his or her own views.
- Parent/Carers informed of steps taken and involved in monitoring of impact.

***PERSON DOING THE BULLYING:***

- The AHT/DH/HT presents facts/ perceptions to person who is displaying bullying behaviour
- Perpetrator has a right to a response and to feel listened to
- Respect them as a person, be clear we do not like behaviour
- State how the person being bullied feels regarding incident/s and what he/she wants to happen in the future
- Perpetrator responds to the feelings
- Help the perpetrator to take responsibility for their actions and the consequences. Apologise
- Help them to become more concerned about the pupil/s they have victimised.
- Parents/carers informed of steps taken and involved and to contribute to next steps.
- Further interventions planned for if required. Whole class/Cohort/Phase/School.
- PSHE Focus on Bullying
- Circle time to give an opportunity for everyone to share feelings.

***JOINT SUPPORT:***

- Share information with all involved about what has happened/ been established separately so far.
- Repair and restore process to be completed.
- Future behaviour is agreed and monitoring process is established.

***Possible consequences***

- Positive reinforcement is given to both pupils.
- Parents are informed and are invited to discuss what has happened in the presence of the pupils.
- A record is kept on CPOMs.

Assurances from parents/carers are sought regarding support for both pupils

- If necessary outside agencies are involved
- Behaviour support plan is established with appropriate targets (see appendix for more information on supporting victims and bullies)
- All staff to be informed to ensure vigilant when dealing with incidents and to enable them to spot patterns of behaviour reoccurring

What parents should do if their child has been involved in any incidents of bullying:

- Listen to your child and try to remain calm. An emotional reaction can worry the child so they will not tell you of their concerns
- Make an appointment to see the class teacher or senior member of staff to share your concerns
- Give the class teacher the facts
- Reassure your child that the school will deal with the incident
- Let the school deal with incidents as agreed in on your network hand, the home school agreement.

What children should do if they feel they have been bullied or witnessed bullying:

- Tell the class teacher, or an adult what has happened or someone you feel happy to talk to.
- Talk to your parents/Carers
- Tell the class teacher/the person who is dealing with the situation when anything else happens or when it has improved
- Remember this is not your fault!

### **Related Policies**

In order to safeguard and promote the welfare of children, this policy should also be read in conjunction with other associated policies to ensure the safety and wellbeing of children

- Behaviour Policy
- Child Protection
- Complaints
- E-safety
- Supporting Students with Medical Conditions
- Safeguarding
- Special Educational Needs
- Staff Code of Conduct