



ROSEBERRY ACADEMY

ANTI-BULLYING POLICY

INTRODUCTION

This Policy is to help all of us involved in Roseberry Academy to understand what is meant by bullying and shows how we intend to deal with it when it arises.

DEFINITION OF BULLYING

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, cyber bullying, misuse of mobile phones, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident, which casts a shadow over a child's life, or a series of such incidents.

At Roseberry Academy the staff, parents, carers and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Our Aims are based on these principles:

Being Healthy and Staying Safe

- We always feel welcome and safe
- We think it is important to be healthy and get along with each other

Enjoying and Achieving

- We are all very good at something
- We know how to work hard and behave well

Making a Positive Contribution

- All the people in our school talk about their ideas and listen carefully to each other
- We work together when we want to change and improve things to make our school an even better place to be

Achieving Economic Well-being

- We try hard to look after our neighbourhood and learn more about how other people live
- We love exploring new ideas and like learning in lots of different ways

We believe every member of our school family, regardless of gender, sexuality, faith, culture or socio-economic background has a right to 'feel welcome and safe', which in relation to bullying means we want to:

- provide a happy and secure environment for all our pupils so they may feel safe at all times
- develop a mutual respect for each other so that pupils and adults alike will treat each other with consideration and tolerance
- through a broad curriculum including PHSCE - Personal, Social, Health and Citizenship Education to enable children to fulfil their potential and help develop their self worth so that everyone will feel valued as a member of our school community
- identify possible children at risk (including risk of radicalisation or extremist views and/or material) and to monitor and assist them, if necessary, involving parents to help prevent bullying
- deal with bullying incidents in a firm and decisive manner (showing children, we find this behaviour unacceptable)

OBJECTIVES

In order to meet our aims we will

- listen sympathetically and nurture a feeling of trust and confidence
- help develop children's respect for one another by encouraging them to help each other and to listen to others points of views, in and out of the classroom
- as adults, show by example an acceptable form of behaviour and attitude to others
- ensure children know the rules and attitudes concerning bullying in the school
- ensure that children feel safe in all parts of the school and play areas through vigilance
- help children develop respect for one another, encouraging them to help each other whenever possible and to listen to each other's point of view
- ensure that we as responsible adults, do not promote bullying tactics, such as sarcasm, or other forms of power abuse with pupils or any other adults in our community
- create an atmosphere whereby parents and pupils feel able to discuss problems or worries
- use such areas in the curriculum as PSHCE activities, Drama or RE work to develop a positive ethos in our school and to help children realise a feeling of self esteem and value within their community
- promote positive, friendship skills through the curriculum to help reduce the risk of bullying
- ensure that all involved with the children, know the guidelines for dealing with bullying
- in extreme cases, develop a programme of counselling to work with victim and bully, involving the appropriate external agencies
- involve parents at an early stage in cases of serious or persistent bullying and have clear guidelines on their involvement
- ensure that pupils have a safe environment in which to discuss a range of issues linked to challenges faced by Modern Britain and the wider world

GUIDELINES FOR STAFF

Identifying possible victims of bullying. Children at risk are likely to include:

- Those without friends
- Those without good communication skills
- Those who stand out from the crowd e.g. very tall or very small
- Those who are volatile, sulky or tearful, as they may react badly to provocation
- School refusers

- Those who are prone to psychosomatic illness e.g. feeling sick, stomach pains
- Those from a different ethnic background, or different area with a different accent
- Those who are at risk of radicalisation
- Shy, timid, withdrawn or socially passive children
- Those from outside the catchment area of the school
- Those who come from an unpopular family in the area

Identifying signs of bullying. The child may show:

- Deterioration in work
- Fluctuation in mood
- Impulsive behaviour, abusive language or temper tantrums
- Nervous habits – jumpiness

The victim may:

- Be late for school or hang back at home time
- Want to change usual travelling arrangements
- Ask for extra money from home etc.
- Withdraw from usual social activities and prefer to remain with supervising adults
- ‘Lose’ books, equipment or belongings
- Have clothes or belongings, mysteriously ‘damaged’
- Suffer from unexplained bruises and cuts etc.

Involvement

Within the school there should be good communication between:

Senior Leaders
Teaching staff
Classroom support staff
Family Mentor
Non-teaching staff
All pupils
Parents and Carers

Others who may be drawn into the process will include:

The Governors, particularly if there are serious cases of bullying
Any outside agencies or specialists in advising in this area e.g. Family Mentor, Prevention Services, Children and adult Social Care (including Channel)

Attitude of Staff:

Sometimes we can give signals to pupils – these must be positive not negative.

Do

Support and reward good behaviour and positive code of conduct
Encourage self-esteem of all pupils in and out of the classroom
Remain fully committed to our positive ethos

Do Not

Use nicknames, which encompass physical, academic or personality characteristics, as these may offend a pupil and be picked up by his/her peers
Label your pupils
Embarrass a pupil’s misbehaviour by ridicule.

Over-react to pupil's behaviour e.g. shouting
Show children they are favourites or non-favourites. Try to show impartiality.
Call children names when they misbehave.

PROCEDURES

Staff

- Any incident of bullying will be reported to the class teacher of child/children involved.
- If it is a one off situation, it will be dealt with by the class teacher and recorded. Brief information will be recorded on the Intensive Monitoring Programme so that all staff are vigilant during break times
- Persistent or more serious incidents will be reported to the Principal who will decide what further action needs to be taken.
- If further action is needed, parents will be contacted immediately e.g. in case of physical abuse and some guidelines drawn up between parents and school.
- Some counselling work may be needed for both the victim and bully, initially by the teacher, Principal or Family Mentor
- As a last resort the bully may be excluded for a determined period of time.
- The Chair of Governors will be informed of any situations arising, which involves further action, particularly, if there is conflict between parent and member of staff over a specific incident.
- All members of staff – teaching and non-teaching, will be informed of the guidelines and the procedure to be followed in the event of a bullying situation occurring.
- Should an incident be of an extremist nature, the Prevent Procedure Flowchart will be referred to and the Principal will refer the matter to Social Care/Channel

PUPILS

If you are being bullied tell someone - a parent, teacher, teaching assistant, Family Mentor, MSA, or Principal or a Playground Buddy

- If you are worried about anything – you can talk to any adult in school, or leave a note for a teacher if you prefer to write it down
- If someone threatens to hit you
- If people are ganging up against you
- If someone demands sweets or money or other objects
- If you hear someone else being threatened or bullied
- At playtimes and lunchtimes – do not hang around in the classroom, toilets and other places in school. Go straight into the playground
- Do not join a group or gang that is likely to 'pick on' other children
- Do not stand watching someone else being bullied
- Walk away or report it to an adult
- Do not hit back – it will make things worse
- If you are being bullied at school – tell your parents exactly what happened

CONCERNED PARENTS or CARERS

- Look out for signs of distress in your child. They could be complaining regularly of feeling ill, unwilling to go to school, losing equipment, requesting more money, or having damaged possessions or clothes. They may have bruises or cuts.
- Informally, ask about your child's day.
- Discuss your child's friendships. How do they spend playtimes? What happens coming and going to school?

- If you think your child is being bullied inform the school immediately and ask for an interview with the class teacher or the Principal.
- Keep a written record if bullying persists which will provide evidence of who, what, where and when.
- Work with the school to devise strategies to help your child in and out of school.
- Do not encourage your child to hit back, it will make matters worse!
- Encourage your child to tell an adult e.g. a liked and trusted teacher, or a Playground Buddy if an incident occurs in which they are threatened.

This Policy was reviewed upon conversion to Academy Status in October 2014 and again with reference to the Prevent Duty in February 2016.

The Policy was reviewed in January 2017, January 2018 and January 2019.