

## Preventing Bullying Policy September 2022

This policy has been written following the guidance outlined in [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/Keeping_children_safe_in_education_2022.pdf) pg. 7, paragraph 13 and must be read in conjunction with the Robsack Wood Primary Academy Behaviour for Learning Policy.

Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood. Pupils who are bullying need to be supported to learn different ways of behaving.

We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. Everybody has the right to be treated with respect, to feel safe, secure and happy. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents and carers to feel confident that their children are safe and cared for in the academy and incidents when they do arise, are dealt with promptly.

The academy has a responsibility to respond and effectively to issues of bullying and all incidents will be treated seriously. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

This policy works in line with our Behaviour for Learning policy which details how we support our pupils to develop the pro-social and pro-learning skills they need to be successful at Robsack Wood and into the future. We maintain high expectations of our pupils and adults, and work with the pupils to ensure they take responsibility for their behaviour and actions. Our behaviour for learning policy details the approach taken when a pupil is not keeping to our high expectations.

### Aims and Objectives

The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have;
- Identifying clear procedures for the reporting and investigation of incidents;
- Ensuring consistent and appropriate sanctions are in place for those who bully;
- Ensuring support mechanisms are in place for children who are bullied and for those who bully;
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals;
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully.

By creating this framework our objective is to tackle and prevent bullying.

### Definitions

The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours. In this way it is the behaviours and roles that are being labelled, not the children.

Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult support. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings;
- Verbal - name calling, insulting, making offensive remarks;
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images.
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse.

Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within the academy we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexual and gender-based bullying;
- The use of homophobic language including biphobic and transphobic references, including deadnaming;
- Bullying of students who have special educational needs or disabilities.
- Prejudice-based and discriminatory bullying

Pupils may become involved in bullying because they:

- Want to dominate others and improve their social status;
- Have low self-esteem;
- Have a lack of remorse or fail to recognise their behaviour as a problem;
- Feel angry or frustrated;
- Struggle socially have been the victim of bullying themselves.

## Preventing Bullying

### Strategies employed with our pupils

Through the Evolution of Me curriculum, our pupils will learn the fundamental building blocks and characteristics of positive relationships, focusing on friendships, family relationships, and relationships with other children and with adults. The Evolution of Me curriculum provides learning opportunities that educate and inform pupils about bullying behaviours including cyberbullying and how these can be prevented. Learning provides pupils with the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is done by teaching our pupils about boundaries and privacy, ensuring that they understand that they have rights over their own bodies.

This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

In every Evolution of Me session pupils are signposted to support. This includes support that can be received within the academy as well as external support such as Childline and the NSPCC. Posters are also visible around the academy to reinforce the external support available to our pupils.

### Cyberbullying

When responding to cyberbullying concerns, the academy will:

- Act as soon as an incident has been reported or identified;
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again;
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the academy systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary;
  - 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 and DfE 'Searching, screening and confiscation at school' and ChildNet cyberbullying guidance.
- Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

We ensure that our pupils are taught safe ways to use the internet as outlined in our Online Safety Policy and Evolution of Me (RSHE) Policy, and encourage safe online behaviour.

### Strategies employed with our staff

The whole academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Actively promote the academy values of respect, kindness, courage, determination and honesty, within the classroom, during collective worship, and in wider academy life (e.g. by all adults, including playtime and lunch supervisors) modelling the values at all times.
- Challenge practice and language (including 'banter') which does not uphold the academy values.
- Encourage pupils to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for all pupils, but particularly for vulnerable pupils.
- Celebrate success and achievements through a range of pupil achievement awards, pupil postcards and verbal feedback to promote and build a positive academy ethos.
- Attend annual safeguarding training and receive regular updates.
- Receive regular coaching and support in order to raise awareness.

### Strategies employed with our parents

Parents and carers have a responsibility to support the academy's Preventing Bullying Policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents and carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could be:

- being frightened of walking to or from the academy
- not wanting to go on public transport
- change their usual routine
- beg to be driven to the Academy
- being unwilling to go to the Academy
- becoming anxious and withdrawn
- attempted or threatened suicide or self harm
- crying themselves to sleep at night/nightmares
- feeling ill in the mornings
- truanting
- beginning to do poorly at school
- coming home with clothes/books torn
- having possessions 'go missing'
- asking for money or stealing money
- unexplained cuts/bruises
- coming home hungry (lunch has been stolen)
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- giving improbable excuses for any of the above

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via Newsletters and updates, Dear Parents, our website and Twitter.

### Reporting bullying incidents

Pupils can report bullying to any member of the academy staff. Each class has a Worry Box which pupils can use to share information if they struggle to verbalise their concerns. Parents and carers can report incidents by contacting

the academy safeguarding team via email or telephone. Staff will report incidents by recording incidents on CPOMS and discussing concerns with class teachers and members of the senior leadership team.

### **Investigating and Responding to Bullying Incidents**

The following steps may be taken when dealing with all incidents of bullying reported to the academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident will be logged on CPOMS under the category of 'Bullying, Cyber-Bullying, Physical, Emotional, Homophobic, Racist Incident, Violent Incident' and the relevant class teachers and senior leaders, including the Executive Principal will be alerted.
- The academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making as appropriate.
- Executive Principal, Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved. CPOMS will then be updated as to whether this is founded or unfounded.
- The Executive Principal and DSL will always be informed of all bullying issues where there are safeguarding concerns.
- The academy will speak with and inform other staff members, where appropriate.
- The academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Natural consequences, as identified within the academy Behaviour for Learning Policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off academy site or outside of normal academy hours (including cyberbullying), the academy will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools or academies.
- Appropriate action will be taken, including providing support for both parties and implementing sanctions within the academy in accordance with this policy and the academy's behaviour for learning policy.
- A clear and precise account of bullying incidents will be recorded by the academy, in accordance with existing procedures using CPOMS. This will include recording appropriate details regarding decisions and action taken.

### **Supporting the pupil who has been bullied**

Pupils who have been bullied will be supported by coaching and restorative practice as detailed:

- Reassuring the pupil and providing continuous pastoral support; offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice; being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate; working towards restoring self-esteem and confidence; providing ongoing support; this may include: working and speaking with staff, offering wider Nurture provision, engaging with parents and carers; where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

### **Supporting the pupil using the bullying behaviours**

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, 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 regarding their behaviour or actions; if online, requesting that content be removed and reporting accounts/content to

service provider; sanctioning, in line with academy behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions; where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service.

### **Bullying outside of academy premises**

Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy.

The bullying may be done by pupils from our own Academy, by pupils from other schools or by people who are not at school at all. Where a pupil or parent or carer tells us of bullying outside of the Academy premises we will, as appropriate:

- Talk to pupils about how to avoid or handle bullying outside of the Academy;
- Talk to the Principal of another school whose students are bullying;
- Talk to the transport company about bullying on buses;
- Use community links to set up restorative meetings;
- Talk to the police and community team to gain external help and advice.

### **Monitoring and Review**

The Local Board have defined responsibilities for the monitoring of pupil/student welfare and will receive regular reports on racist and homophobic incidents through the termly Principals report. The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. The Executive Principal will be informed of bullying concerns, as appropriate. The named local board member for bullying will report on a regular basis to the local board on incidents of bullying, including outcomes. Regular reports are extracted from CPOMS to give us a clear picture of bullying incidents. These are then analysed to look for trends and inform actions. Any persistent issues identified will be incorporated into the academy's action planning.

### **Legislation and associated policies**

Legislation:

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

This policy links with several other policies, practices and action plans including:

- Trust ICT Acceptable Use Policies (AUP)
- Staff Code of Conduct
- Academy Behaviour for Learning Policy
- Academy Child Protection and Safeguarding Policy
- Academy Online Safety Policy
- Curriculum policies, such as: Computing, Relationships, Sex Education and Health Education (RSHE)
- Trust Data Protection Policy
- Trust Photography and Image Sharing Policy
- Trust Social Media Policy
- Trust Complaints Policy

### Further sources of information

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 a fact sheet 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.

[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.'

### LGBTQI+

[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 and Wellbeing

[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.*

### Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

### Policy status and Review

Written by:	Principal
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