ROCKWOOD ACADEMY - ANTI-BULLYING POLICY

Member of Staff Responsible for the Policy: David Cooke (Safeguarding Lead).

Date on which this Policy was last reviewed: October 2022

Date on which this Policy will next be reviewed: October 2023

Dissemination of the Policy: All Staff, Parents and Students (via tutor time)

This policy has been drawn up after consultation with the Senior Leadership Team, Pastoral Team, Form Tutors and members of the School Council.

1. **Rationale**
   1.1. We strive to create a culture based on our CORE values of Collaboration, Opportunity, Respect and Excellence. Students must always feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because we understand that bullying happens in all societies, and at all levels, it is important that we make our students knowledgeable about bullying and enable them to stand up for themselves without resorting to retaliation in any form. Bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not. It is our belief that only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

2. **A definition of bullying**
   2.1. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

   2.2. Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

   2.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017, DFE*).

2.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ+) people. (See ref: *DCSF Homophobic bullying*).

2.5. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed

2.6. Bullying can be:
- Physical – pushing, kicking, hitting, punching or any use of violence
- teasing
- Making threats
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Indirect (spreading rumours, excluding someone from social groups)
- Emotional – being unfriendly, excluding, tormenting
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

3. **How we set the right ethos of being a 'telling' school**

3.1 A 'telling' school is one where students do inform staff when bullying is taking place.

3.2 If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

3.3 We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on **page 6.**

3.4 If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest culture that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices
- analyse available data (frequently) to ascertain how the school environment and the journeys to and from school can be improved.

Procedure for dealing with complaints of bullying

4. **How to deal with bullying and who to tell**

4.1. We frequently reinforce and teach all our students to take the following action if they feel they are being bullied:

- if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.

Alternatively use the welfare email address to report your concerns discreetly. This email address is found at: **student-welfare@corerockwood.academy**

5. **What any adult – teacher, support staff, parent – who has been told about bullying should do:**

5.1. Go to, phone or email the student's Year Group Co-ordinator, Head of Year or Form Tutor of the student concerned.

5.2. If a parent does not know who the appropriate Head of Year is they should contact school and the Receptionist will advise them accordingly.

6. **Who should investigate**

6.1. In the first instance we would expect the student's form tutor to discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email or make contact with the Year Group Co-ordinator/Head of Year. An investigation into a complaint of bullying will be carried out. As a result of the investigation all parties including parents will be informed of the process.

7. **The need for gathering evidence**

7.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what happened. **(See page 11).**

8. **How we deal with incidents that cross the inside/outside school boundaries**

8.1. Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

9. **What sanctions we use**

9.1. At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

9.2. The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student will be given an after school correction at C20, C40 or C60 level depending on the severity of the action and the discretion of the investigating teacher.
- Removal from specific classes if appropriate will be used.
- Further sanctions such as the use of the reflection/coaching room or exclusion from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.

10. **Engaging with parents and carers**

10.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are

made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.   Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

10.2. We will:
- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- 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.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

10.3. Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious.   It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, YGC's, Heads of Year and Senior Staff do have other demands on their time.   We will always endeavour to ring parents on the same day that the incident occurred.
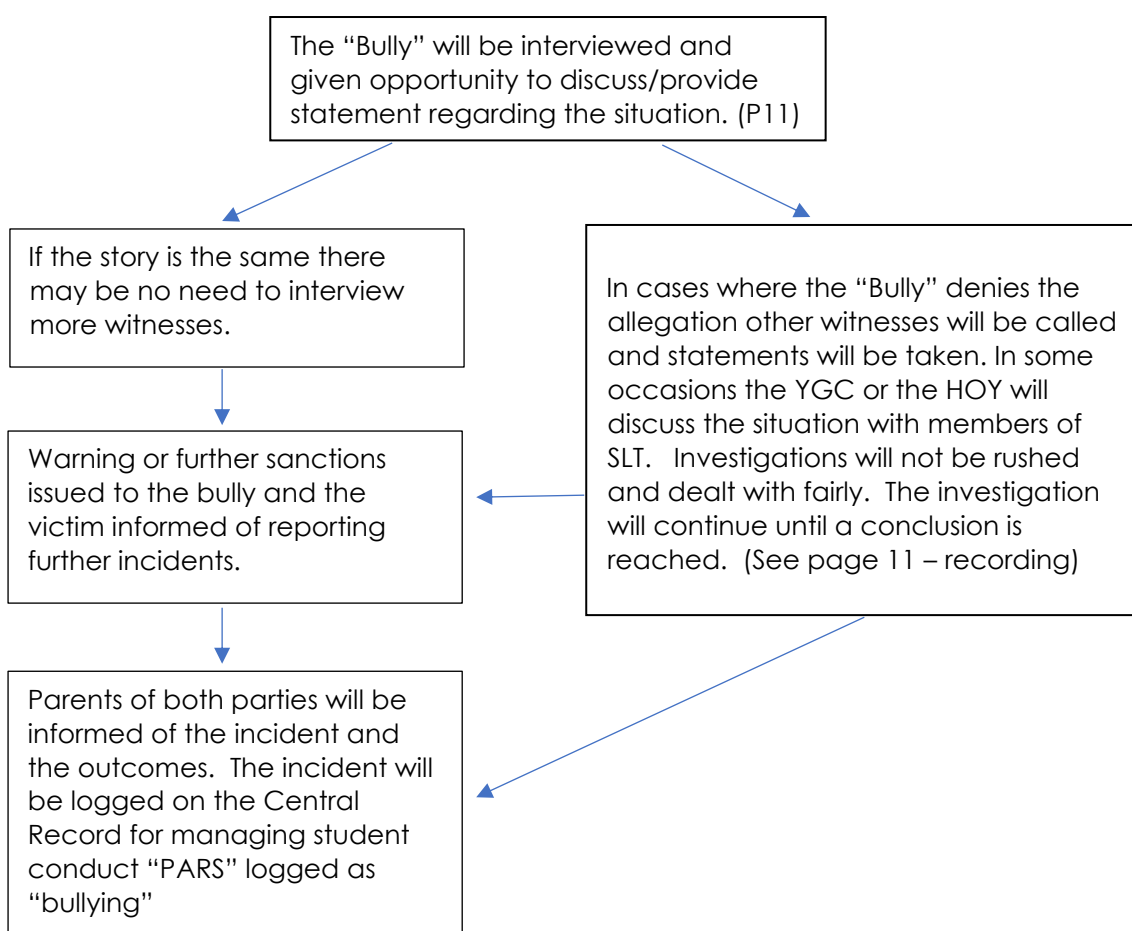
11. **How we monitor the situation**

11.1. Pastoral staff will check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition.   Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware. We are proud to have developed a "can tell" culture.

The process flowchart identifies the steps and process we take to deal with bullying (see page 6)

The Process Flowchart

The 'victim' will discuss the incident with their form tutor and often this will help resolve the situation. If the bullying continues then the matter will be passed to the YGC or HOY. The student will then be asked to make a statement, either verbal or written, and the member of staff investigating will make notes.

The "Bully" will be interviewed and given opportunity to discuss/provide statement regarding the situation. (P11)

If the story is the same there may be no need to interview more witnesses.

In cases where the "Bully" denies the allegation other witnesses will be called and statements will be taken. In some occasions the YGC or the HOY will discuss the situation with members of SLT.   Investigations will not be rushed and dealt with fairly. The investigation will continue until a conclusion is reached. (See page 11 – recording)

Warning or further sanctions issued to the bully and the victim informed of reporting further incidents.

Parents of both parties will be informed of the incident and the outcomes. The incident will be logged on the Central Record for managing student conduct "PARS" logged as "bullying"

During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered support at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

Teaching

Anti-bullying, Mental Health and Wellbeing and other aspects of Keeping Children Safe are covered in our Personal Development programme – aspects of which are detailed below. Our programme is rich and varied. Highlighted in yellow below are a range of topics which naturally have a link to "bullying". Our approach is to highlight aspects of the PSHE programme where bullying has a directed link with the stated topic. This helps to foster a culture where bullying is not just a one off lesson but rather an integrated part of school life where we regularly visit this key issue.

Bullying is also covered in our assembly programme and once every year we devote one whole week to "Anti-Bullying" which is part of a national campaign.

Page 8 details the Personal Development links to Bullying highlighted in yellow.

PSHE/RSHE Programme 2022-23 – Links to "Bullying prevention".

Personal Development Unit 2: Respectful Relationships: Respect and friendship
Personal Development Unit 10: Respectful Relationships: Stereotypes and bullying
Personal Development Unit 18: Respectful Relationships: Recognising and reporting criminal behaviour within relationships
Personal Development Unit 29: Mental wellbeing: Impacts of our actions on mental health

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Bullying UK: www.bullying.co.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventingand-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

- Birmingham safeguarding children's partnership – www.lscpbirmingham.org.uk

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Don't stick it – www.dontstickit.org.uk

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

National bullying helpline: 0845 2255787.

Bullying record of incident – 2022-23.

Section A: Staff details

Date of completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to (Name of DSL/YGC handed to)

Section B: Details of incident

■ **Bullying**   ■ **Prejudice-based incident**

Nature of incident: Tick all that apply

■ Physical   ■ Property   ■ Verbal   ■ Psychological   ■ Cyber

Form of bullying or incident: Circle as appropriate

■ Race – racist bullying   ■ Culture   ■ Religion or belief

■ Sexual orientation – homophobic or biphobic   ■ Gender Identity – transphobic   ■ Gender – sexist bullying

■ Special Educational Needs (SEN) or disability   ■ Appearance or health conditions   ■ Related to home or other circumstance

Details of those involved:
school community and from external organisations, whether adults, students, visitors from the road all involved,

	Name:	Age/year group:	Form/tutor group:	Other relevant information:
Target of bullying/ incident:	Name:	Age/year group:	Form/tutor group:	Other relevant information:
Person responsible for bullying/ incident	Name:	Age/year group:	Form/tutor group:	Other relevant information:

Details of incident: If you are unsure of the category (for example whether it is homophobic or biphobia bullying) then you can tick all that you think may apply and simply explain the details

Date   Place   Time

Witnesses

Repeat incident or serious incident

Any relevant supporting information e.g. witness accounts/screen grabs

Action taken:

Details of others involved or notified:

Actions for follow up:

Date for reviewing: