Rook's Nest Academy

Anti-bullying Policy

At Rook's Nest Academy we seek to create a sense of community in our school and through an ethos of achievement, enjoyment and compassion in a safe and caring environment, where everyone is valued. Children, staff & parents all play an equal role in ensuring that our school is a place where children are able to flourish without fear of bullying.

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Bullying is a sustained action by one or more children with the deliberate intention of hurting another child either physically or emotionally

Why is it important to respond to bullying?

No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim and to have a detrimental effect to their leaning. Everybody has the right to be treated with respect. Those pupils who are found to be bullying need to learn different ways of behaving.

What is Bullying?
The DfE (Department for Education, 2011) defines bullying as:
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Any bullying definition should include the three key characteristics of bullying i.e. It is:

• Deliberately hurtful (including aggression)

• Repeated often over a period of time

• Difficult for the victim to defend themselves against

Rigby (2002) described bullying as a 'systematic abuse of power'. It is this imbalance of power, that is key in considering whether an incident is bullying or not

Bullying can take many forms but it usually includes the following four types of behaviour:

• **Physical** – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.

• **Verbal** – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying

• **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

• **Cyber** – any type of bullying which can be carried out by electronic medium such as:
• Text message bullying

• Picture/video clip bullying via mobile phone cameras

• Phone call bullying via mobile phones

• E-mail bullying

• Chat-room bullying

• Bullying through Instant Messaging (IM) and Social Networking sites

Types of Bullying
As well as these four main types of bullying there are other forms of bullying of certain targeted groups which need to be recognised. These include:

Racist bullying. May take the form of: physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

Faith-Based. May take the form of: physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of religion

Sexual bullying **(**bullying that has a specific sexual dimension or a sexual dynamic**). Sexual Violence Sexual Harassment (SVSH)** bullying based on sexist attitudes that when expressed, demean**,** intimidate or harm another person because of their sex or gender. May take the form of: use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual, social media used to harass or suggest the taking of and sharing of nude or semi-nude photographs of individuals.

Transphobic bullying - Stems from a hatred or fear of people who are transgender. Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Physical, verbal, written social exclusion, on-line or text abuse or ridicule another person perhaps for their behaviour, clothing or appearance. .)

Homophobic bullying (bullying motivated by prejudice against lesbian, gay or bisexual people LGB or those perceived to be LGB) – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on sexual orientation.

SEN/Disability bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on disability or learning difficulties.

Bullying is not…

- **A one off fall out with a friend.**
- **An argument.**
- **A difference of opinion.**
- **A difference in personalities.**

Aims and objectives

Bullying is always wrong it damages individual children. Therefore we at Rook's Nest do all we can to prevent it. The ethos of the school regards all incidents of bullying as unacceptable.

At Rook's Nest we aim to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents which may occur.

We aim to make the whole school community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The Role of the Governing Body

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our Academy. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our Academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that occur, and reviews the effectiveness of the Academy policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of anti-bullying strategies.

The Headteacher responds immediately to any request from a parent or pupil to investigate incidents of bullying. The results of the investigation are reported back to a representation of the governing body.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the Academy Anti–bullying strategy and to ensure that all the staff (both teaching and non-teaching) are aware of the Academy policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-bullying policy on request and through her Headteacher's report.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at this academy. The Headteacher draws the attention to this fact at suitable moments. For example, using examples of unacceptable behaviour as a forum to discuss why behaviour was wrong while at the same time reinforcing the positive behaviour of pupils through Achievements assembly.

The Headteacher ensures that all staff members receive sufficient training to be equipped to deal with incidents of bullying.

The Headteacher sets the academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of children's behaviour.

The Headteacher will keep the anti-bullying agenda high profile through all school assemblies.

Pupils may put forward any general concern about bulling and the success of the policy through their elected school council representatives.

A 'worry box' is situated in the Hub. Any worries put forward by individual pupils are dealt with immediately, by the pastoral team.

The headteacher has an 'open door policy'. Children know if they need to speak to the headteacher her office is next to the playground door so extremely accessible to all children.

The success of the policy is monitored by all staff. In the case of Lunch-time supervisors, certain aspects may be discussed in detail at their monthly meetings with the Headteacher or Pastoral team.

The Role of Teaching Staff

Teachers will develop, through PHSE sessions, an open dialogue to discuss worries and issues over bullying with all children.

Teachers in our Academy take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all relevant incidents that happen within their class and throughout the academy. Incidents of bullying will be tracked through CPoms (the Academy Information System).

If a teacher witnesses an act of bullying their first concern will be supporting the bullied child. If a child is bullied over a period of time: then, after consultation with the Headteacher, the teacher will then inform the child's parents.

Teachers who become aware of bullying incidents between members of their class, will deal with the issue immediately and inform the Headteacher. Counselling and support may be offered to the bullied child and punishment for the perpetrator . Both may be referred to the Pastoral team (or SEN Coordinator) who will offer counselling as well as strategies to help modify the behaviour of an alleged bully . Any Incidents

which are seen as bullying will be recorded by teaching staff, the Pastoral team or the Headteacher using the CPoms (the Academy Information System).

It is important time is spent explaining to the child committing the bullying why their actions were wrong and to help that child change his/ her actions in future.

A child who is repeatedly involved in incidents of bullying – parents will be invited into school to discuss the situation. (Two incidents during a half-term recorded on CPoms will be deemed as repeated behaviour).

Where incidents are deemed more serious outside agencies such as Social Care Direct or Behaviour Support may be contacted.

In some rare cases the Headteacher may exclude (see Academy Exclusions Policy).

All teaching staff routinely attend Behaviour Management and Safeguarding training dealing with antibullying issues.

The Role of the Pastoral Care Team

To develop through PHSE an open dialogue to discuss worries and issues over bullying with all children.

To be aware of vulnerable children and take pro active steps to ensure children are safe from bullying.

To develop working groups between vulnerable children and those who are seen as ‘role models’.

To liaise with parents over concerns for their children.

To act as an ‘open door’ for children to discuss worries and problems.

To routinely attend Behaviour Management and Safeguarding training dealing with anti-bullying issues.

To record incidents of bullying on CPoms and make relevant staff aware of issues.

The Role of Parents

To support and reinforce the academy’s ethos that all forms of bullying are unacceptable.

To encourage their child to be a positive member of the academy.

Parents who are concerned that their child might be bullied or suspect their child may be the perpetrator of bullying should contact the academy immediately.

Bullying of Staff

Bullying in any form will not be tolerated. All staff are aware of the Academy Whistleblowing Policy. Staff have a right to work in a non threatening environment – persons using violence, threats or abusive language towards members of staff will be asked to leave and the relevant authorities contacted. Staff are encouraged to be members of a trade union. See staff welfare policy.

The role of outside agencies

All incidents of bullying are recorded and reported to senior management. Generally incidents are dealt through strategies set up within the academy. Only relevant staff will be included with any such support. Occasionally incidents require support from outside agencies such as Social Care Direct or the Police. Parent will be continually informed and included with any such developments.

Relevant Supporting Policies
Rook's Nest Anti-Bullying Policy has been written in conjunction with the following school policies which both support and reaffirm the Academy's stance on anti-bullying issues.

Safeguarding Policy
Equality, Diversity and Cohesion policy
Disability Equality Policy
SEND Policy
Safe Internet Policy

Monitoring and Review
The Policy has been written in agreement with Staff and Pupils, Parent Representatives and a member of the Governing Body. The Policy will be updated annually.

The Anti-bullying policy is the Governing Body's responsibility and they review its effectiveness annually. They do this by receiving information reports, and by discussion with the Headteacher. Governors may analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Date: Autumn 2023
Review Date: Autumn 2024