Redgate Primary Academy Anti-Bullying Policy

September 2020

Links to:

• DAT Behaviour Policy: https://www.diverseacademies.org.uk/wpcontent/uploads/sites/25/2019/08/Behaviour.pdf
 	
DCSF Guides
 	
   • Embedding anti-bullying work in schools – DCSF – 00656-2007
 	
   • Homophobic bullying – DSCF – 00668-2007
 	
   • Cyberbullying-DCSF-00658-2007
 	
   • Bullying involving Children with Special Educational Needs and Disabilities – DCSF00373-
     2008 Equality Act 2010
http://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-andlaw/dcsfsafelearnguides

Introduction

Redgate Primary Academy is committed to providing a safe, caring, and friendly environment for all our pupils to allow them to feel safe and secure, to learn effectively, to develop positive self-esteem and to help them maximise their potential.

'The right to be left alone is the most comprehensive of rights and the right most valued by civilised people' (Anon)

We do not tolerate bullying in any form. We want our pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community. The academy will develop a pupil friendly version to be displayed in classes, where appropriate.

Roles and Responsibilities

The Senior Principal has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy. The Anti-bullying coordinator in the Redgate Primary Academy is Paul Shepherd **Their responsibilities are:**

- policy development and review involving pupils, staff governors, parents/carers, and relevant local agencies

- implementing the policy, monitoring, and assessing its effectiveness in practice

- ensuring evaluation takes place and that this informs policy review

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- managing bullying incidents

- managing the reporting and recording of bullying incidents

- assessing and coordinating training and support for staff and parents/carers where appropriate

- coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Emily Scales.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Safe to Learn: embedding anti-bullying work in schools 2007)

There are many definitions of bullying, but most have three things in common:

- it is deliberate hurtful behaviour

- it is repeated over a period of time

- it is difficult for those being bullied to defend themselves

Occasionally an incident may be deemed as bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, racist, or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

What does bully look like?

- Name calling

- Taunting

- Mocking

- Making offensive comments

- Physical assault

- Taking or damaging belongings

- Cyber bullying – inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet

- Producing offensive graffiti

- Gossiping and spreading hurtful and untruthful rumours

- Excluding people from groups

Specific types of bullying include:

- Bullying related to race, religion, or culture

- Bullying related to special educational needs or disabilities

- Bullying related to appearance or health

- Bullying related to sexual orientation

- Bullying of young carers or looked after children or otherwise related to home circumstances

- Sexist or sexual bullying

Bullying can take place between:

- Young people

- Young people and staff

- Between staff

- Individuals or groups

Signs and symptoms (from Stop Bullying! KIDSCAPE)

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware that these are possible signs that they should investigate if a child:

- Is frightened of travelling to or from school

- Is unwilling to go to school

- Begins to do poorly in schoolwork

- Becomes withdrawn

- Regularly has clothes or belongings damaged

- Becomes distressed or stops eating

- Has injuries which are difficult to explain

- Has difficulty sleeping or concentrating

- Has possessions that 'go missing'

- Is frightened to say what's wrong

- Attempts to self-harm or runs away

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Reporting and Responding to Bullying

We are committed to providing a caring, friendly, and safe environment for all our pupils and staff so that they can work and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively.

Tackling bullying in Redgate Primary Academy matters because:

- Bullying makes people unhappy

- Pupils who are being bullied are unlikely to concentrate fully on their schoolwork

- Some pupils may not want to come to school

- Pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour

- Schools which do not take action against bullying build a reputation as an effective, caring school

Our school has clear systems to report bullying for the whole school community this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders)

Procedures

All reported incidents will be taken seriously and investigated involving all parties   **The steps**

school will take:

- Interviewing all parties

- Informing parents

- A range of responses appropriate to the situation – solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, referral to outside agencies if appropriate

- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists

- Follow up especially keeping in touch with the person who reported the situation, parents/carers

- Support for the victim and the bully

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Recording Bullying and Evaluating the Policy

Recording all bullying and prejudice-based incidents is one of the ways in which a school may show that it has 'due regard for fostering good relations as well as eliminating discrimination, harassment and victimisation and thus demonstrates compliance with the Equality Act 2010

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying co-ordinator

Any incidents of bullying will be recorded on the schools Incident Form (attached). These forms are then read by the Principal who will filter these out for action

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.   This information will be presented to the governors as part of the annual report. This policy will be reviewed and updated annually

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Redgate Primary Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involvement in SEAL including Anti-bullying behaviour Unit where appropriate

- PHSE/Citizenship

- Specific curriculum input on area of concern such as Cyberbullying and internet safety

- Student voice

- Parent groups/extended schools

- Peer mentoring schemes

- Playground buddying

- Parent information events/information

- Staff training and development for all staff

National documents

- Safe to Learn – DCSF Guidelines

  - Embedding anti-bullying work in schools – DCSF – 00656-2007

  - Homophobic bullying – DSCF – 00668-2007

  - Cyberbullying-DCSF-00658-2007

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- Bullying involving Children with Special Educational Needs and Disabilities – DCSF003732008

- The Equality Act 2010 www.teachernet.gov.uk/publications

• Cyberbullying – supporting school staff

• Cyberbullying – A whole-school community issue

Incident Form

Date/Time	Pupils Name	Staff name filling in form
Safe space		
MAPA hold		

Type of incident	Place of incident/triggers Staff/pupils victims
Physical Verbal Racist Homophobic	

Description of behaviour
Add A if attempted at side of behaviour
Property damage?   Yes/no

Accident form	Yes/no
First aid	Yes/no
Management of incident	
Class discussion and actions	

<u>Description of Incident</u>

SLT Investigation and actions agreed

Bullying Incident

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