



**Romans Field School
Bradwell Village School
Priory Common School**

Anti-Bullying Policy

Last reviewed on: June 2023

Next review due: September 2024

This policy is to be read in conjunction with the Federation’s Positive Handling Policy, and Exclusions Policy and the Behaviour Management Policies for the individual schools.

INTRODUCTION

Staff in the Inclusive Learning Federation pride ourselves on the quality of learning provided and, in the environments, we create for learning. The Federation is committed to the promotion of inclusive education and to removing barriers to learning that some children may experience.

Bullying is defined in ‘Safe to Learn’ (2008) as *“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”*. It can take many forms including: name-calling; taunting; making offensive comments; hitting; pushing; taking belongings; peer on peer abuse, inappropriate text messaging and emailing; graffiti; gossiping; sending offensive or degrading images by phone or via the internet; excluding people from groups; spreading hurtful and untruthful rumours.

This policy also takes account of advice and guidance in the following documents: ‘Keeping Children Safe in Education’ (2022), ‘Preventing and Tackling Bullying’ (2018), ‘Cyberbullying – advice for headteachers and school staff (2014) and ‘Sexual violence and sexual harassment between children in schools and colleges’ (2021).

THE PURPOSE OF THIS POLICY

The purpose of this policy is to:

- ensure the children attending the federation’s schools are provided with high quality learning experiences in a safe and positive environment;
- guide what children do and what adults do to prevent bullying (including cyberbullying) and to manage any bullying incidents.

EXPECTATIONS

In line with our school values, everyone has the right to feel welcome, secure, and happy. In the federation we actively encourage good behaviour and foster principles of dignity and respect for others by promoting respect throughout the federation and by ensuring our curriculum includes opportunities that provide intellectual, personal, social, and physical development. Bullying, in any form, will not be tolerated and we take a ‘whole school’ approach to sharing and implementing our anti-bullying policy. Our belief is that values matter in promoting a positive ethos. Core beliefs and expectations are a positive way to reinforce good behaviour and we have a clear set of rights and responsibilities which underpin these beliefs.

In particular everyone has the right to:

- feel safe;
- to work to the best of their ability;
- to be treated with respect and consideration;
- to learn/teach without unnecessary interruption;
- to be listened to;
- to work in a pleasant environment;
- to be treated fairly.

AIMS AND OBJECTIVES

We aim to:

- work with staff, pupils, and parents/carers to create a federation where bullying is not tolerated;

- provide a range of curriculum opportunities that enable pupils to recognise diversity and to investigate positive interventions and strategies to resolve differences;
- support staff to promote positive relationships and identify and tackle bullying appropriately ensuring everyone knows that all bullying concerns will be dealt with sensitively and effectively;
- ensure that children feel safe to learn, play and socialise;
- report back quickly to parents/carers regarding their concerns about bullying;
- enable pupils to understand about bullying and its effects on people;
- ensure pupils have coping strategies to deal with bullying.

Our individual school Behaviour Management policies identify bullying as a serious incident which means that all incidents are reported immediately to the Senior Leadership Team and Designated Safeguarding Leads who will initiate investigations into allegations and make decisions on the best course of action in that particular instance.

SIGNS AND SYMPTOMS OF BULLYING

People's behaviour can change when they are being bullied. Signs and symptoms can include:

- not wanting to attend school and lateness;
- not wanting to use the normal route to and from school;
- changes in behaviour - becoming withdrawn, anxious, losing confidence, or becoming aggressive, disruptive, abusive, feigning illness, lacking in concentration;
- standards of work start to deteriorate;
- changes in eating habits;
- frequently 'loses' property and/or money.

RESPONDING TO BULLYING

All reports of bullying must be taken seriously and investigated.

The Federation has a zero-tolerance approach to Bullying.

By fostering positive behaviour and principles of respect for each other, we aim to prevent and de-escalate/stop any continuation of harmful behaviour and to react to bullying incidents in a reasonable and consistent way. It is important that pupils and parents/carers have the confidence that we will deal with their concerns quickly and confidentially. However, if staff consider that the pupil's safety is at risk, they will need to use their judgement in relation to any appropriate reporting. Pupils will have a variety of reporting systems available to them so that they can report any concern or incident quickly, safely, and discreetly. Our curriculum promotes pupils' intellectual, personal, social, and physical development and, in turn, builds resilience in making positive and meaningful relationships. Our curriculum will enable pupils to learn how to positively challenge any negative behaviour themselves. Annually we focus on anti-bullying during the National Anti-Bullying Week activities whilst also promoting positive relationships throughout the school year through assemblies, lessons, and the promotion of our individual school values in conjunction with the British Values.

To the person being bullied we give our assurance that:

- we will offer safe ways for reporting;
- we will encourage incidents of bullying to be reported so that we can help to resolve the issue quickly and effectively;
- we will take the issues and concerns very seriously;
- we will listen respectfully and ensure they have the opportunity to discuss issues, and be supported, by a member of staff;
- we will not put anyone at risk by divulging that they have reported an incident;

- we will provide on-going support, including help to restore self-esteem and confidence and with a range of strategies, including restorative justice, reparation, and mediation.

To those who are found to be bullying we give our assurance that:

- all reports will be treated seriously;
- they will be held accountable for their behaviour;
- they will be expected to participate in additional learning to understand the reasons for, and seriousness, of their behaviour and to address behaviour appropriately towards resolution;
- they will be expected to participate, positively and genuinely, in any remedial actions that are deemed reasonable and appropriate, including restorative justice, reparation and mediation.

ROLES AND RESPONSIBILITIES

Staff

Staff have a responsibility to:

- be vigilant to notice bullying;
- take all reports of bullying seriously;
- support those involved;
- model positive behaviour at all times;
- support the appropriate intervention;
- follow up to ensure the safety of the child/ren involved;
- recognise and praise positive actions when they take place;
- engage with other agencies if necessary;
- actively engage with relevant continued professional development on practices for staying safe.

All staff in the federation's schools will take part in appropriate training in relation to anti-bullying so that we all understand the principles and purpose of the anti-bullying policy, our legal responsibilities and are clear about the whole-federation approach to anti-bullying. This allows us to deal with any reports effectively, should we need to do so. Incidents or allegations of bullying are taken seriously and are reported directly to the Senior Leadership Team and Designated Safeguarding Team. However, all staff are expected to apply sanctions consistently and fairly. Details of any incidents or allegations are formally recorded on the school's behaviour monitoring system and linked to safeguarding concerns, together with records of the restorative strategies and actions for each incident. The overall effect of any sanctions imposed are monitored so as to assess their impact on pupils.

Parents/carers

It is important that everyone feels able to report any concerns or incidents of bullying. If parents/carers have concerns, or wish to report an incident, it is important they know that they can do so with confidence and with an expectation that investigations will begin quickly.

The Federation recognises that this can be a difficult and emotive process and will promote good listening and empathy when discussing issues by:

- promoting a safe environment for all;
- being committed to stopping all forms of bullying;
- working in partnership to ensure all children are safe to learn.

Equally, we encourage parents/carers to be aware of the school and federation policies and to play an active part in their success by contributing to activities whenever possible, including reporting any concerns or incidents as quickly as possible. Parents/carers will be fully involved in resolving any issues in relation to bullying. However, in the unlikely event that they feel that we have not dealt with the issue or concern appropriately, they can raise their concerns, in the first instance, with the child's class teacher either through the home-school link book, a letter or a telephone call. Any concerns can normally be resolved at this stage but, if necessary, parents/carers can contact the Executive Headteacher and will be advised of the federation's formal Complaints Policy.

MONITORING AND REVIEW

All incidents of bullying will be reported to the Senior Leadership Team and Designated Safeguarding Team. Records of all incidents will be maintained and will be reviewed regularly as part of our on-going monitoring and evaluation process.

This will include identifying any emerging trends such as:

- types of bullying;
- number of incidents;
- targeted groups;
- the impact of interventions.

Summaries of analysis will be presented to the Governing Board who will contribute to the identification and monitoring of the implementation of any necessary actions.

REVIEW

This policy will be reviewed in September 2024.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Safeguarding & Child Protection Policy
- Health and Safety Policy
- Behaviour Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs & Disability (SEND) information report
- Supporting Pupils With Medical Conditions Policy
- Equality & Diversity Policy
- Social Media Policy
- Online & Acceptable Use Policy