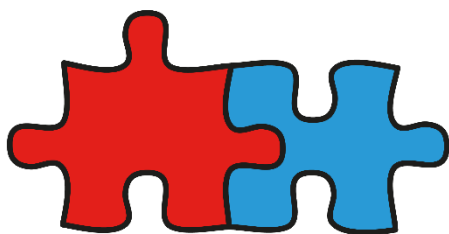


# ROTHWELL SCHOOLS

## Antibullying policy



Rothwell Schools

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<b>Document Title</b>	Antibullying Policy	<b>Committee</b>	Safeguarding & Inclusion
<b>Document Type:</b>	Policy (Internal)	<b>Version number:</b>	1
<b>Author (name &amp; job title):</b>		Maria Barker (Executive Headteacher)	
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<b>School Lead</b>	Maria Barker (Executive Headteacher)		

## Anti Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the current DfE statutory guidance "[Keeping Children Safe in Education](#)" and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's [Cyberbullying for Schools guidance](#)

### Policy objectives

This policy outlines what Rothwell Schools will do to prevent and tackle all forms of bullying. Both schools are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### Our School community

Rothwell Schools are inclusive schools which cater for children according to their individual needs; our vision and values underpin all we do. See appendix 1.

Our vision encompasses the aim of achieving a happy safe environment where all feel valued. At the Rothwell Schools no bullying of any kind will be tolerated.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### Our Community will

- discuss, monitor and review our anti-bullying policy and practice on a regular basis
- support all staff to promote positive relationships to help prevent bullying
- intervene by identifying and tackling bullying behaviour appropriately and promptly
- ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- work in partnership with parents/carers regarding their concerns on bullying and will deal promptly with these; we will expect parents/carers in turn to work with the school to uphold the anti-bullying policy
- seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate

### Definition of bullying

- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed via digital devices, sometimes called online or cyberbullying. It can include sending offensive, upsetting and inappropriate messages by phone, text, instant messaging, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

### **Forms and types of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

### **Preventing, identifying and responding to bullying**

#### **Rothwell Schools will prevent and identify bullying by;**

- promoting our values in order to ensure all support an inclusive environment which highlights a culture of mutual respect, tolerance, consideration and care for others
- challenging practice and language which does not uphold our values
- actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience through the taught curriculum (circle time, Jigsaw, R.H.S.E. lessons) supporting this with approaches such as displays, assemblies and the school council
- ensuring pupils are reminded regularly that all forms of bullying are unacceptable and will not be tolerated
- providing training for all staff to identify forms of bullying; ensuring they know how to follow the school policy and procedures (including recording and reporting incidents)
- reassuring pupils that adults in school will listen and take their concerns seriously
- working with other agencies and the wider school community to prevent and tackle concerns including all forms of prejudice-driven bullying
- actively creating "safe spaces" for vulnerable children and young people
- celebrating success and achievements to promote and build a positive school ethos

#### **Respond to bullying by;**

- providing a range of approaches for pupils, staff and parents/carers to access support and report concerns
- regularly updating and evaluating our practice to consider the developments of technology and signpost to up-to-date advice and education to all members of the community regarding positive online behaviour
- taking appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

- using a variety of techniques to resolve the issues between those who bully, and those who have been bullied
- implementing appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable

See appendix 2 for details of the process of responding to a bullying incident

#### **The whole school community will:**

- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- be aware of differences between people that could motivate bullying
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly

#### **Involvement of pupils, we will:**

- regularly canvas children and young people's views on the extent and nature of bullying
- ensure that all pupils know how to tell us about worries and concerns about bullying
- ensure that pupils are aware (appropriate to their age) of the range of sanctions which may be applied against those engaging in bullying
- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- publicise the details of internal support, as well as external helplines and websites
- offer support to pupils who have been bullied and to those who are bullying to address the problems they have

#### **Involvement of parents and carers, we will:**

- make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- make information available to all parents/carers so that they know who to contact if they are worried about bullying and where to access independent advice
- work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- encourage parents to work with the school to role model positive behaviour for pupils, both on and offline
- make information available to all parents/carers so that they know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

### **Education and Training The school leadership will:**

- train staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- provide a consistent method of reporting bullying (through CPOMS)
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school council, etc.
- collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

### **Monitoring and review: putting policy into practice**

- The school will regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.

### **Links with other school policies and practices**

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

- Behaviour policy
- Suspension and Permanent Exclusion Policy
- Complaints policy
- Child protection policy
- Acceptable Use of IT Policy (AUP)
- Curriculum policies

### **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for Headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBTQ+

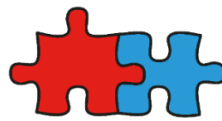
- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

*Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)*

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)



Rothwell Schools

**Rothwell Schools**  
**'Believe you can and you Will'**

*Our vision is to instil aspirations for every child in the Rothwell Schools to be passionate, inspired, resilient learners with respect for the world in which we live.*

This vision statement applies to everyone who is part of our school.

**The school values are:**

**Respect** - We believe that the key to this is for us all to have self-respect, respect for others and trust in each other.

**Curiosity**

**Independence**

**Aspiration**

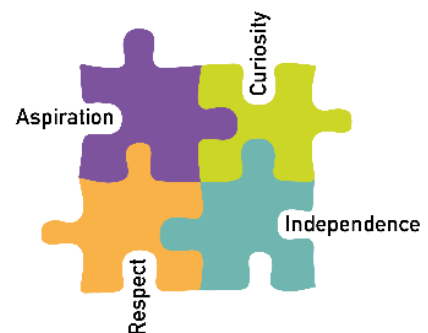
Our aims are that every child and adult to be safe and happy in the Rothwell Schools.

**Everyone has the right to:**

- Feel safe, cared for and respected
- Be able to learn to the best of their ability and to develop as an individual
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.

**Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights and views of others
- Share the Rothwell Schools values





## Appendix 2

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

- 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 school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved
- The DSL will be informed of all bullying issues and staff are expected to record these on CPOMS.
- The school will speak with and inform other staff members, where appropriate
- The school will ensure all parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions 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 school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### Cyberbullying

We will access [Childnet's](#) Cyberbullying guidance. We know some of our children access online devices without supervision, so we will increase awareness of what to do if they have experience of cyberbullying. We will share information regularly with parents (eg through the Millwheel newsletter and through social media) and with the children as part of the RHE and computing curriculum. We remain alert to the possibility of cyberbullying and if an incident arises we will follow the Childnet guidance and take action in line with the above policy.

### Supporting pupils

#### **Pupils who have been bullied will be supported by;**

- Reassuring the pupil and providing 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 involved in a discussion about how to respond to bullying and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, 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).

### **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 school behaviour policy; this may include official warnings, removal of privileges, internal exclusions 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 (CYPMHS).

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

### **Adults who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Adults who have perpetrated the bullying will be helped by:**

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official bullying and harassment policy /procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.