



**Richard Barnes
Academy**



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Anti-Bullying Policy

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RBA Teams > Richard Barnes Academy Staff > Safeguarding

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Introduction

Bullying in any form will not be tolerated at Richard Barnes Academy (RBA). It is entirely contrary to the values and principles what we hold at RBA, which are based on **Respect, Belief** and **Achievement**. All stakeholders of the Academy community have a right to work in a secure, safe and caring environment and also have a responsibility to contribute in whatever way they can in maintaining this positive environment.

The Anti-bullying policy reflects the school's core purpose with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

Aims

The Aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all learners, parents, and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Definition of Bullying

By definition bullying is behaviour that **intentionally** and **persistently** causes distress to others.

The Department for Education defines bullying as:

*“Deliberately hurtful behaviour, **repeated** over a period of time, where it is **difficult** for the victim to defend him/herself.” – Pastoral Care In Schools: Promoting Positive Behaviour (2001)*

Principles

- Learners have a right to learn in a safe and supportive environment, free from intimidation and fear.



- The welfare/well-being needs of all children and young people are paramount and learner’s needs (whether bully or targeted learner) need to be separated from their behaviour.
- When bullying concerns are identified, our school will work in a restorative and solution-focused way in order to achieve the necessary change.
- Learners who are targeted will be listened to and supported.
- Learners who engage in bullying behaviour will be listened to and encouraged to accept responsibility and to change their behaviour.
- Staff will receive awareness training regarding bullying prevention, including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from the Senior Leadership Team at the respective campuses.
- Parents/carers will be made aware of our school’s practice to prevent and to respond to concerns through parent information meetings, consultation processes, and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

Forms of Bullying

Physical Bullying	Verbal Bullying
<p>E.g.:</p> <ul style="list-style-type: none"> ○ Hitting ○ Pushing ○ Kicking ○ Tripping ○ Spitting ○ Hair pulling ○ Interfering with another’s property by stealing/ hiding/damaging/intruding upon it ○ Extortion / threatening demands for money ○ Writing or drawing offensive notes / graffiti about another 	<p>E.g.:</p> <ul style="list-style-type: none"> ○ Name Calling ○ Insulting or offensive remarks ○ Accusing ○ Taunting ○ Put-downs ○ Ridiculing another’s appearance, way of speaking, disability, personal mannerisms, race, colour, and/or religion. ○ Humiliating another publicly ○ Spreading malicious or nasty rumours ○ Threatening ○ Intimidation ○ Mocking ○ Sarcasm
Emotional Bullying	Cyber Bullying



<p>E.g.:</p> <ul style="list-style-type: none"> ○ Excluding / shunning others from group activity / social setting ○ Belittling another’s abilities or achievements ○ Menacing looks / stares ○ Rude signs or gestures. 	<p>E.g.:</p> <ul style="list-style-type: none"> ○ Misuse of emails, images, text, blogs, tweets, forums, and chat rooms to hurt, embarrass, demean, harass, provoke, and/or humiliate another using perceived anonymity. ○ Misuse of mobile phones by text messaging / calls to hurt, embarrass, demean, harass, provoke, and/or humiliate another using perceived anonymity. ○ Unauthorised publication or manipulation of private information; impersonation. ○ Use of social media platforms to hurt, embarrass, demean, harass, provoke, and/or humiliate another.
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These categories may be interrelated.

Signs of stress in learners, which may indicate bullying:

- Child’s unwillingness to attend school / lateness / erratic attendance.
- Avoidance, hanging back from playground, or staying late at school.
- Deterioration of work or mislaid books, money, equipment, or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper flare up, or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness / irritability.
- Reluctance to sit beside or near certain learners / hesitant to walk home.

(N.B These behaviours may be symptomatic of many problems, one of which is bullying).

Strategies to Prevent or Reduce Bullying

Proactive Strategies to ensure awareness is raised:



- Promote the School Ethos at all times: as regards Bullying – be a TELLING / LISTENING / RESPONDING school.
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and learners, and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Questionnaires.
- Good parental communication.
- Awareness raising e.g., Parent Admissions / review meetings, School Policies Booklet issued, newsletters, website.
- Awareness of national Anti-Bullying Week (in November of each year).
- Use of outside agencies – e.g., NSPCC, Childline
- Staff training / effective communication.

Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. Form Tutor / Head of Campus / Senior Leadership Team / Principal / Designated Safeguarding Lead.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are appropriate and clearly set out in the Behaviour Policy, will be explained and used.

Procedures for Dealing with Bullying

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied learner.



3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Learners can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is a part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference, and in these cases we reserve the right to apply a range of sanctions.

If any type of bullying is highlighted at Richard Barnes Academy, staff will implement the following strategies in two stages:

Stage 1:

All staff:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each learner the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- The learners are helped to find their own solution to their personal disagreements and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed. Incidents will be recorded on SIMS as appropriate.
- A follow-up meeting/discussion will take place to establish level of concern as appropriate.

Stage 2

If the problem is not resolved staff will:

- Implement procedures within the hierarchy of sanctions (refer to Behaviour Policy).
- Continue to monitor the situation and follow procedures as agreed.
- Record details as appropriate onto SIMS.
- Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying (e.g. phone call, letter, or request for interview).
- Contact outside network of support at any stage of the procedures.
- Liaise with multi-agency professionals as regards to appropriate support.

Individual Responsibilities



All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Richard Barnes Academy. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy, and anti-bullying environment.

Staff should:

- Provide a safe, secure, and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Learners should:

- Report all incidents of bullying (if a child is being bullied or if another learner is being bullied – TELL SOMEONE).
- Follow the school's code of conduct.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive of others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the School Office to arrange an appointment to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside of the school so that they do not interfere with effective learning and teaching during the school day.



Resources for the Prevention of Bullying.

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message: that bullying is wrong and will not be tolerated, and that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors.
- Appropriate leaflets and literature will be provided for the children.
- Learners will be encouraged to understand their roles in preventing bullying using, for example, drama, role-play, and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Use of "Worry Boxes" in KS2 classrooms.
- Parents will be issued with a copy of the school's Anti-Bullying policy every two years. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

Links with other policies

The RBA Anti-Bullying Policy links with other policies such as:

Safeguarding & Child Protection

Behaviour

Special Educational Needs

Health & Safety

Race Equality & Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability, or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential, and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Monitoring and Evaluation

This policy was formulated by our Assistant Principal – Safeguarding, Behaviour, and Attitudes, in consultation with the Academy Committee, staff, learners, and parents. The Academy Committee has approved it, and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, learners, and parents all have an active part to play, and have a responsibility to ensure an effective implementation and maintenance of this policy.