

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our academy’s ethos, which recognises, celebrates and welcomes diversity. We believe that each and every one of us brings something valuable to our community. We aim to develop children’s personal qualities and achievements and are committed to giving all of our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all children in our academy, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Rationale

At Roseacre Primary Academy, we work with children and parents/carers to create a happy, safe, caring learning environment with an open ethos where all pupils feel safe to report bullying. Bullying, either verbal, physical or indirect will not be tolerated. If bullying does occur, children should be able to tell and know that they will be listened to, believed and that their concerns will be acted upon. It is a whole-school responsibility to prevent occurrences of bullying and to deal with incidents quickly and effectively.

WHAT IS BULLYING?

Bullying can be described as being “a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from excluding, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”

Bullying always results in pain and distress to the victim.

Bullying can be	
Emotional	Being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures
Physical	Pushing, kicking, hitting, punching or any use of violence
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse. Threats by text messaging & phone calls. Misuse of associated technology, e.g. camera or video facilities
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focusing on, the issue of sexuality

Why is it important to respond to bullying?

Written with due regard to the Equality Act 2010

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Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who bully need to learn different ways of behaving.

Reporting

Schools have a responsibility to respond promptly and effectively to issues of bullying.

1. All bullying incidents should be reported, in the first instance, to a member of the Senior Management Team.
2. The bullying behaviour, or threats of bullying, will be investigated and every attempt will be made to stop the bullying.
3. Parents will be informed and asked to come in to a meeting to discuss the problem.
4. All bullying incidents will be recorded on Behaviour Watch.
5. The child doing the bullying will be given strategies to help change their behaviour.
6. If necessary and appropriate, police should be consulted.

Provision

Roseacre Primary Academy has trained anti-bullying ambassadors who have received training in how to approach situations that they observe which may result in a child being part of an unwelcome situation from others. Children at Roseacre all receive information regarding the role of the ambassadors.

Drop-in sessions are available for all children for children to discuss any problems they may be experiencing with the inclusion and safeguarding team. Appointments are requested via the ambassador boxes positioned in both key Stages.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- The No Blame/ 7 Steps Approach to Bullying. This involves discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe and act. Write down an account from the victim, noting any feelings, the victim may draw pictures etc. Complete Bullying Incident Form (Appendix A).
- Identify the bully/bullies and convene a meeting with them; invite other children (not the victim) who will give an accurate and honest response
- Discuss the problem and get a recount of the events that have taken place, making sure you convey the victim's distress. Make it clear that bullying is not acceptable at Roseacre Primary Academy.

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- Never point finger at bully/bullies – share responsibility for the well being of others.
- Ask the group at the meeting to make suggestions – what can they do? – A way to make victim/target to feel better and result in a 'happy ending'.
- List all ideas as a reminder.
- Meet again in a week's time, one meeting with victim/target and another meeting with group and review. Celebrate contributions.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.
- Keep the Head teacher and parents informed throughout the process

This 'no blame' approach proves highly successful; using this method proves much more effective, as children take ownership of the solution – they are not simply being 'told what to do'.

Outcomes

- The bully (bullies) will be asked to genuinely apologise. Other consequences may take place.
- In serious cases exclusion will be considered.
- If possible the children will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Success Criteria

The evaluation of this policy is based on the children on roll at Roseacre Primary Academy being safe and free from bullying and if any form of bullying has taken place that the academy has taken the steps described, to act on any reported incidents.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and on the school web site.

This policy will be reviewed in spring term 2019

Date adopted: February 2017