



The
Rosewood
School

Name of Policy	Anti Bullying Policy
Document owner	T Hamer (Executive Headteacher)
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This policy has been drawn up after consultation with the Senior Leadership Team, Subject leads and Inclusion Managers

Rationale

- 1.1. We strive to create a culture based on our core values of Be Kind, Aim High. Pupils must feel safe and respected if they are to learn effectively. As we are a service for vulnerable pupils with Physical and Mental Health needs we look to set high standards for our pupils, it is therefore important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind. Placements with TRS may be withdrawn if bullying is found to be prevalent and pupils will become the responsibility of the home school.
- 1.2. As bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about bullying and teach them strategies that enable them to resolve situations for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

2. A definition of bullying

- 2.1. There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.
- 2.2. Bullying can take many forms (for instance, cyber- bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 2.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).
- 2.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside service. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Service have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (See ref: DCSF Homophobic bullying)
- 2.5. Where bullying outside service is reported to school staff, it will be investigated and acted on. The Executive Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. As pupils are dual rolled with the home school TRS will inform the home school of the situation and placement in our provision may be withdrawn.

2.6. Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

3. How we set the right ethos of being a 'telling' service

3.1 A 'telling' service is one where pupils do inform staff when bullying is taking place.

3.2 If pupils who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

3.3 We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 3.

3.4 If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round service.

We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the service community know and agree with our stance on bullying
 - ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to pupils
 - treating other people with respect at all times;
 - doing nothing that could be construed as bullying;
 - doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
 - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging pupils in reviewing and developing our anti-bullying practices
- analyse available data to ascertain how the service environment and the journeys to and from service can be improved.

Procedure for dealing with complaints of bullying

4. How to deal with bullying and who to tell

4.1. Each year in the autumn term we will teach all our pupils to take the following action if they feel they are being bullied:

- if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn't stop, tell someone in service who will initiate action to sort out the problem. This will often be her/his form tutor, any teacher or any member of staff.
- use the school's website to report your concerns discreetly using the Worry Box contact form.

5. What a parent – who has been told about bullying should do

5.1. Call or email the pupil's school inclusion manager.

5.2. If a parent does not know who the appropriate inclusion manager is they should contact reception or email through to enquiries. In addition, the parent can use the schools Worry Box that is on the school's website.

6. Who should investigate

6.1. In the first instance we would expect the inclusion manager to discuss any issues with their pupils and suggest possible solutions. If this is ineffective or the inclusion manager believes he/she needs help in resolving an issue he/she will contact the assistant headteacher. An investigation into a complaint of bullying will be carried out in most cases by the inclusion manager or AHT or both.

7. The need for gathering evidence

7.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

8. How we deal with incidents that cross the inside/outside school boundaries

8.1. Where incidents that happen outside service are clearly having a detrimental effect on the life of the service we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

9. What sanctions we use

9.1. TRS sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help from members of staff if they witness another pupil being hurt or they are concerned about others.

9.2. The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion and meeting with the home school to discuss the forward plan of the pupil. This may result in a place with TRS being withdrawn and a more appropriate provision being source by the home school.

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what he/she has done will not be tolerated at our service and their placement may be at risk if this continues. This frequently resolves the situation.
- If the bullying continues, parents will be invited into school and both pupil and parents will be told that further sanctions will follow if the bullying doesn't stop. The home school will be informed of the situation
- Removal from specific classes if appropriate will be used. If the bullying continues the Home school, pupil and parents will be invited in for a meeting with the inclusion manager and the AHT for that region of the service to explain the seriousness of the situation and the possible removal of placement with TRS
- Further sanctions such as change of provision, return to home school or exclusion from TRS for a fixed period of time will also be used if appropriate
- The ultimate sanction for bullying is permanent exclusion from TRS and placement terminated.

10. Engaging with parents and carers

10.1. We believe it is important for our service to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our service identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

10.2. We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the service gates that give rise to bullying.
- ensure that parents work with the service to role model positive behaviour for pupils, both on and offline.

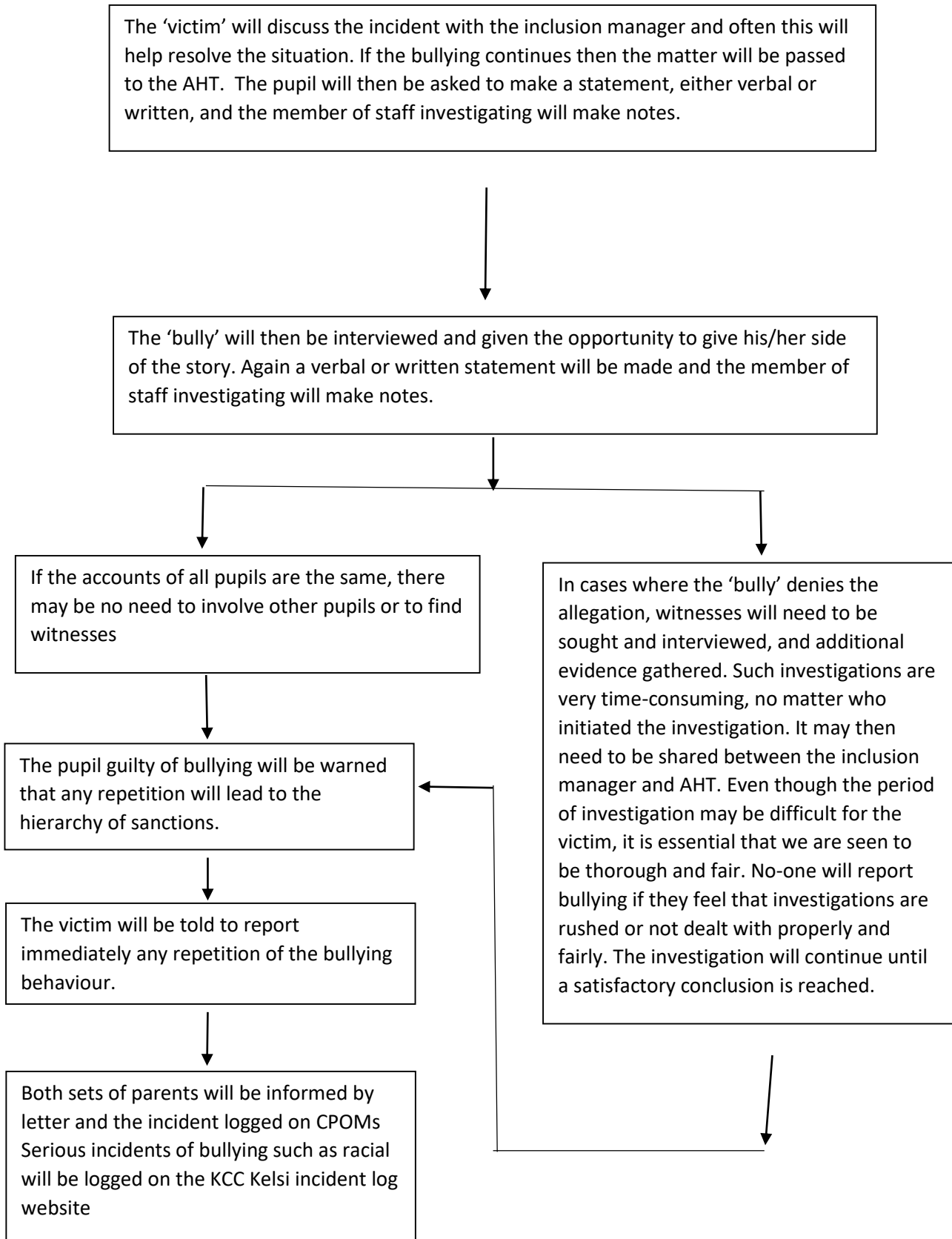
10.3. Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that the inclusion manager and senior leaders do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

11. How we monitor the situation

11.1 School staff will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

Process Flow Chart

During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and start and end of the school day. He/she will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for eating lunch.



Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational