

## Safeguarding and Child Protection Policy and Guidelines 2022-23

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

<b>Version:</b>	2.0
<b>Date created:</b>	September 2021
<b>Author:</b>	A Snell
<b>Ratified by:</b>	Board of Trustees
<b>Date ratified:</b>	September 2021
<b>Review date:</b>	September 2022

### Revision History:

Version	Date	Author	Summary of Changes:
1.0	25.09.2021	A Snell	Policy updated to new TMET format.
2.0	21.09.2022	A Ashcroft	Policy updated with changes relevant to new documentation.

## Rowlatts Mead Primary Academy Anti-Bullying Policy

### Statement of Intent:

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a listening and telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

### Objectives of this Policy:

The key objectives of this anti-bullying policy are to ensure:

- That all governors, teaching and non-teaching staff, pupils and parents understand what bullying is.
- That all governors and teaching and non-teaching staff know what the school policy is on bullying and accept collective responsibility for its implementation.
- That all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- That as a school we take bullying seriously. Pupils and parents will be assured that they will be supported when bullying is reported.
- That we ensure we promote a positive and safe learning environment where bullying is not tolerated.
- That we promote inclusion, tolerance, mutual respect and self-worth amongst all.

### Definition of Terms

What is bullying?

**'a physical, psychological, or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or Psychological harm to the victim'**

Source: Don't Suffer in Silence DfES.

### Our school ethos in relation to Anti-Bullying:

Rowlatts Mead Primary Academy is committed to providing a caring, friendly, and safe environment for all our pupils, so that they can learn in a relaxed and safe atmosphere in order to achieve their full potential.

### Our School Rules and Values are:

- Do Challenge Yourself
- Do Be Kind And Gentle
- Do Show Respect
- Do Listen

Bullying of any kind is unacceptable at this school. If bullying should occur, all pupils will feel empowered to report the incident, knowing that they will be listened to, and that there will be prompt and effective action taken. We are a *telling* school, and anyone can have confidence to report bullying. We enable children and adults to come forward as we promote Start Telling Other People S.T.O.P.

We teach children the definition with **STOP**: **S**everal **S**tart  
**T**imes **T**elling  
**O**n **O**ther  
**P**urpose **P**eople

**Our agreed definition of bullying:**

*“Bullying is the use of aggression with the deliberate, targeted intention of causing repeated hurt, pain, and distress to another person, over a period of time. It is different from other types of aggressive behaviours, such as fighting, defiance, and rage, and is much more serious than a one-off incident. It is also different from falling out with friends, playing unkind jokes and pranks, and getting into arguments, which are part of occasional friendship breakdowns, and where normal social skills can rebuild the relationship. A simple way of expressing our definition of bullying is Several Times On Purpose S.T.O.P. “*

**Bullying can be:**

Type	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Pushing, kicking, punching, pinching, biting, hitting
Discriminatory	Homophobic, racial, religious or disability taunts/gestures
Verbal	Name calling, teasing, threats, insults
Material	Taking belongings without permission, damaging belongings, extortion
Sexual	Unwanted/inappropriate touch, can be gender related
Cyber	Misuse of electronic technology, emotional/discriminatory bullying online
Prejudicial	Bullying based on prejudices directed towards specific characteristics i.e., SEND, Culture
Gender Inequality	Discrimination based on sex /gender causing one sex/gender to be routinely privileged/prioritized

\*all schools including Rowllatts Mead have a duty to make sure that their students are not discriminated against, either because of their faith and/or because they are LGBTQ+.

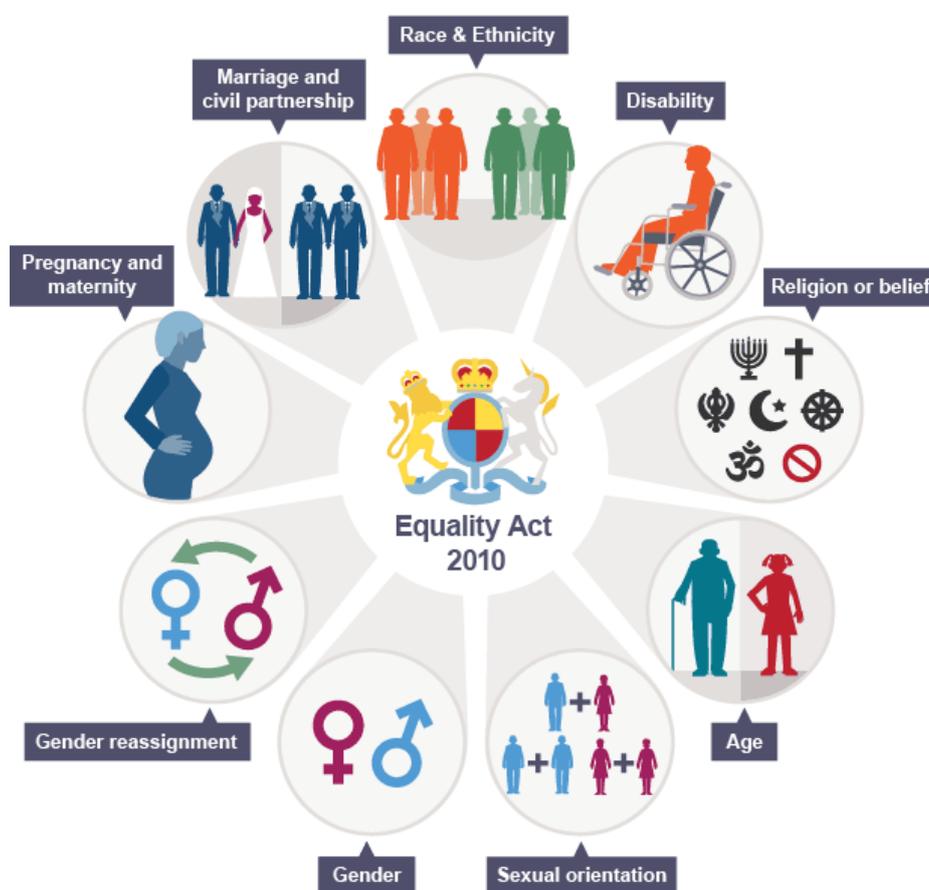
*Bullying may cause signs of distress in a victim. This is an extensive but not exclusive list:*

- Physical injuries
- Possessions lost or damaged
- Withdrawal/lack of confidence
- Deterioration of work
- Erratic attendance
- Feeling ill in morning
- Not liking school
- Hurting siblings at home
- Bed wetting/ having nightmares
- Desire to stay close to adults
- General change in behaviour

## Equality Act 2010:

At Rowlatts Mead Primary Academy, we regularly discuss and support all aspects of the Equality Act (2010). Discussions take place both through assemblies and our curriculum, at an age-appropriate level, to help our children build a growing awareness of the principles and impact of the Equality Act (2010).

Children are encouraged to recognise how our similarities and differences unite us and enrich the local, national, and global communities that we belong to. Difference is celebrated amongst the pupils, staff and parents.



## Strategies for the prevention of Bullying:

An ethos of good behaviour is the key to success in preventing bullying from arising in the first place.

1. We have a Policy for PSHE and Citizenship and a Programme of Study unique to this school which underpins everything and everyone at Rowlatts Mead Primary Academy. The Anti-Bullying Policy is like an appendix to the more general Policy which captures all the strategies this school employs to ensure the social and emotional wellbeing of pupils. Also, the school's overall Assertive Mentoring Policy, which incorporates all types of anti-social behaviours, covers aspects pertinent to bullying. The three Policies need to be read in conjunction, so that the wealth of strategies put into practise for preventing bullying can be seen. This accounts for the outstanding safeguarding and pupils' spiritual, moral, social, and cultural development credited by Ofsted.
2. Here is a flavour of the strategies employed to help children work and behave co-operatively, to minimise the possibility of bullying taking place:

- PSHE teaching programme- active teaching with role play/drama/stories/mindfulness
- The RE teaching programme
- Safeguarding/equal opportunities
- School Rules
- Overall Assertive Mentoring Policy and documents
- Circle Time throughout EYFS, KS1 and KS2
- PLT discussions (Class Champions in each class)
- Playground Routines and Spaces
- National Anti-Bullying week events (November)
- Physical activity/yoga
- After School Clubs

3. We also work with families to promote positive behaviours, in order to prevent any bullying on the way to and from school, and outside of school hours.

- Information to Parents
- Home/School Liaison where needed
- Home Visits
- Community Police – PCSO works closely with the school

### **Reporting incidents of Bullying:**

Pupils know to report bullying as they have been taught to *Start Telling Other People S.T.O.P.* They may tell a Teacher, Teaching Assistant, Lunchtime Supervisor, or a Parent/Carer. Friends know to support their peers by reporting on their behalf. Adults then report to either the Class Teacher or Principal. After the lunchtime break all Lunchtime Supervisors have the opportunity to talk to the class teacher. We are a *telling* school, and anyone can have the confidence to report bullying.

Once an incident of bullying is reported to the knowledge of the Class Teacher, they will investigate the allegation without hesitation. The Class Teacher will also report the matter to the Principal, and Parents/Carers of both the victim and perpetrator. When an incident is reported first to the Principal, they will report to the Class Teacher, and Parents/Carers likewise. There will be joint action from Class Teacher and Principal. The same procedure will be followed should an out of school incident be reported. If appropriate, the incident will be reported to the Police.

### **Recording incidents of Bullying:**

All incidents of bullying once reported to the Class Teacher are recorded. The Class Teacher records on CPOMS (a Child Protection and Safeguarding Software) a short account of who is involved and what happened. CPOMS keyholders will be alerted. There is a distinction between bullying and other negative behaviours when recording. The recording of incidents will include:

- Who is the perpetrator
- Who is the victim
- The actions of the perpetrator
- The response of the teacher – sanctions/support
- Steps to be taken to help change behaviour
- Support for the victim
- Contact with parents

*It must be noted that writing up the incident is a retrospective action – the immediate response is not to record it but to deal with the children involved.*

## **The Role of the Pupil:**

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## **The Role of the Parent:**

No parent likes to think about their child being bullied or, even worse, being a perpetrator (the guilty party) but the fact is, more than half of all children are involved – either as a perpetrator, target, or witness. So, there's a good chance you'll have to deal with it at some point. If your child is being bullied there are things, you can do to help:

- Listen without getting angry or upset.
- Put your own feelings aside, sit down and listen to what your child is telling you – then show you have done so by 'playing back' to them what you hear.
- Ask your child: "How do you want me to take this forward?" rather than just taking over so they don't feel excluded from deciding what to do or end up even more stressed/worried than they were already.
- Reassure your child it's not their fault. There's still a stigma attached to bullying and some children feel they've brought it upon themselves. Remind them that many celebrities have been bullied too. Being bullied isn't about being weak and being a perpetrator isn't about being strong.
- Encourage your child to try to appear confident - even if they don't feel it. Body language and tone of voice speak volumes.
- Sometimes people say nasty things because they want a certain reaction or to cause upset, so if your child gives them the impression they're not bothered, the perpetrators are more likely to stop. Role-play bullying scenarios and practice your child's responses. Talk about how our voices, bodies and faces send messages just the same way our words do.
- Don't let the bullying dominate their life. Help your child develop new skills in a new area. This might mean encouraging them to join a club or activity like drama or self-defence. This builds confidence, helps keep the problem in perspective and offers a chance to make new friends. Ease up on pressure in other less-important areas like nagging about an untidy bedroom

## **Supporting victims of Bullying:**

- The child who has been bullied needs time and attention from a caring adult.
- The adult needs to listen, to comfort or calm the child, deal with any physical injuries and instil in the child a knowledge that they are going to act upon the information given.
- Often the incident cannot be sorted in a moment, and the victim needs assurance, that the resulting action for the perpetrator will stop a repetition of the bullying and that they feel safe from a backlash for the future.
- The victim needs to be commended for reporting the incident so that they always have the confidence to return should there be a recurrence.
- The child needs on-going checks that all is well and that they feel happy and safe at school once more.
- The Parents/Carers will be kept informed so that they can help their child, and the school can support the family.

## **Helping perpetrators change their behaviour:**

- As we do not tolerate bullying the immediate response is to communicate that the actions are wrong.

- If there is an admission of bullying then the adult can work with the child to take responsibility for their actions, apologise and work out a positive follow up with the victim. It is useful to help the child see the others' point of view, "how would you feel if?"
- If there is defiance about the bullying or the perpetrator is unwilling to co-operate in dialogue, there cannot be an immediate resolving of behaviour. Then, the system of sanctions and rewards for follow-up behaviour, will be used.
- If there is a repetition of bullying behaviour, the disciplinary sanctions will be increased, and reward targets set. There will be constant monitoring of behaviour so that the bullying does not continue unchecked.
- At some point there must be a genuine apology directly to their victim.

### **Sanctions and Rewards for the perpetrators of bullying:**

We have an individual long-term programme of varied sanctions and rewards, to understand the anti-social behaviour and support the child and their family, as we seek to change this behaviour. The disciplinary measures will consider the needs of these vulnerable children and their families, as well as the severity of the bullying. The Principal will make these decisions and may vary the school's response according to an individual situation.

#### Sanctions

- Withdrawal of privileges especially playtime
- Restriction of friendships
- Parents informed
- Temporary exclusion
- Police informed if appropriate

#### Rewards

- Commendations for keeping the School Rules
- Sticker Charts or similar
- Class based rewards
- School based rewards/Celebration Assembly

Rowlatt's Mead Primary Academy promotes high achievement and learning for life and seeks to enable all children to become independent, self-motivated, and caring citizens. Where a child is failing in this goal by bullying others, it is our aim to **help**.

*A child who is a bully may well be being bullied.*

### **How we inform the school community about bullying incidents:**

It is very important that there is dialogue amongst everyone in our school. High profile children in each class are identified at the beginning of the Autumn Term and are known to all staff. Equally, vulnerable children are identified so that everyone knows who needs a little extra support. Each day, Teaching Assistants, Lunchtime Supervisors, and Class Teachers are talking about the children in their care, and Teaching Staff across the Key Stages report incidents as they occur, and these are discussed as appropriate and at weekly Senior Leadership meetings.

As a school we also take responsibility for bullying outside of school hours and off the premises. This will include the journeys to and from school and, increasingly the possibilities of cyber bullying on electronic media. Anyone within our community, can report a bullying incident to us. Many of our children are escorted to and from school by adults, so there are few solitary children which reduces the opportunities for bullying.

### **How and when we train our staff:**

All Staff at Rowlatts Mead Primary Academy are vital to the success of this policy and therefore training, and refreshment of training is essential. If teachers feel that they are not well equipped to deal with bullying incidents, in-school training will be put into place to help support them. In addition, there will be regular meetings when issues can be addressed, reminders made, and support given.

Any training should emphasise these procedures:

1. To see and ignore an incident therefore supports the bullying
2. To be vigilant for any bullying behaviour
3. To intervene every time bullying occurs, dealing with both victim and perpetrator
4. Praise constantly positive behaviours
5. Follow up – support the victim to prevent recurrence
6. Follow up – positive reminders to the perpetrator
7. Be careful not to bully the perpetrator. This must be emphasised at training sessions that awareness is needed on the issue of adult involvement in bullying

### **The responsible person for anti-bullying:**

The person in our school who leads on anti-bullying issues is the Principal/PSHE lead. Their responsibilities are:

- To be available daily for dialogue with Teaching Staff and Lunchtime Supervisors.
- To be available to support the adult first dealing with the incident, if it is not easily sorted.
- To support the victim.
- To talk to the perpetrator about their behaviour.
- To ensure all follow through action is completed.
- To oversee the CPOMS log.
- To promote a positive school ethos so that instances of bullying are kept to a minimum.

### **Measuring the effectiveness of Policy and Practice:**

The effectiveness of anti-bullying at Rowlatts Mead Primary Academy can be measured by analysis of the CPOMS log. Over time there should be a reduction in the overall number of incidents occurring and a reduction in the number of incidents committed by the same person. Any pattern becoming evident in the perpetrators or victims can then be addressed to ensure that there is commitment by everyone to the essence of this policy, that bullying will not be tolerated.

### **Helpful Organisations:**

- Advisory Centre for Education (ACE) - 0808 800 5793
- Children's Legal Centre- 0845 345 4345 KIDSCAPE (Parents Helpline, Mon Fri 10-4) 0845 205204
- Parentline Plus - 0808 800 2222 Youth Access 020 8772 9900
- Bullying UK - [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape website- [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support and links
- Internet Matters- <https://www.internetmatters.org/issues/cyberbullying/>
- Child Line- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/>
- The UK Safer Internet Centre- <https://www.saferinternet.org.uk/>
- Cyberbullying UK <https://www.bullying.co.uk/cyberbullying>

### **Review of Policy**

This policy was written - November 2021

It will be reviewed every year

Next review - September 2023