REDWOOD PARK ACADEMY

Our vision is that all pupils Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community

Anti-Bullying Policy

Scope:	Academy Policy
Author:	Senior Director of School Improvement
Name of Responsible Officer:	Louise Quaid, Executive Principal
Approving Committee:	Full Board and Academy Committee
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1. Rationale

Our school is concerned about the welfare and safety of all its pupils and creates an ethos in which pupils feel safe, secure, valued, listened to and are taken seriously. We recognise that as children learn and grow together, they may experience challenges with their social communication, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. Whilst bullying is not seen as a significant problem, it is recognised that some bullying may occur from time to time. If an incident of bullying does occur, we believe our pupils, families and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated or dismissed at our school.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor pupils following an incident to ensure that the situation has been resolved and does not repeat or escalate further.

The purpose of this policy is to inform pupils staff, parents/carers and governors about the school's responsibilities in relation to bullying and to enable everyone to have a clear understanding of how these responsibilities should be carried out. The school has a statutory duty to draw up procedures to prevent bullying among pupils and to communicate these procedures with staff, parents / carers and pupils. In addition, in line with the Equality Act 2010, schools must take steps to prevent and respond to discriminatory language, unlawful discrimination, harassment and victimisation.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

2. Our Definition of Bullying

The Anti-Bullying Alliance provide a clear definition of bullying as: *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'*

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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 pupils, or perceived differences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Physical	pushing, poking, kicking, hitting, biting, pinching etc.
Verbal	name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Emotional	isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
Sexual	unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, transphobic abuse, exposure to inappropriate films etc.
Online / Cyber	posting on social media, sharing photos, sending hurtful messages, making threats, social exclusion
Prejudicial	hurtful discriminatory language, name calling, based on a person's race, ethnicity, religion, faith, gender, sexual orientation or disability

3. Whole School Approach

We work together to both prevent bullying and deal effectively with those incidents which occur. We are committed to providing a safe, caring and friendly environment where all pupils can learn in a relaxed atmosphere. This reflects the aims of our school.

We provide an environment that:

- Does not tolerate bullying
- Has clear lines of communication so that those who feel threatened feel that they have someone to talk to
- Encourages honesty – where pupils and staff feel secure enough to tell someone if bullying occurs.
- Provides positive images to those groups most at risk
- Is a safe place for all pupils.
- Has clear procedures for identifying and dealing with incidents of bullying
- Includes all partners in the anti-bullying procedures – pupils, staff, parents, members of the community

Anti-bullying – The Curriculum

The pupils at Redwood Park Academy have a wide-range of complex learning difficulties and associated needs. As a school we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils at Redwood Park will recognise bullying behaviour if they experience it and / or may be unable to express or communicate their aversion to and to respond appropriately to instances of

bullying behaviours. Equally not all pupils would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. We recognise that the negative consequences of experiencing bullying can last well into adulthood. It is vital that a timely and well-planned response to bullying is implemented as this can have a positive effect on lessening the impact of those who experience it.

We aim to support and teach skills to increase desirable behaviours and understand what is meant by definitions of bullying and help to create an ethos of inclusivity and acceptance. This is achieved through the development of a bespoke curriculum approach taught through Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) as well as indirectly through cross-curricular themes.

The PSHE curriculum provides knowledge, and encourages the acquisition of skills and attitudes, which will encourage pupils to deal with bullying in a responsible way.

Ways in which inclusive practice / anti bullying is reinforced:

- Active school council representation
- Through regular assemblies
- Through annual 'Anti-Bullying / Friendship' week
- Through the Expressive Arts – drama, art, dance and music
- Through the RE curriculum
- Through the RSHE curriculum
- Through work on Citizenship
- Through work with identified groups of pupils needing specialist input
- Inclusive displays throughout the school and on the website
- All staff model positive, expected behaviour
- Implementation of a whole school Thrive Approach

4. Responding to Bullying

If bullying is suspected, witnessed or reported it will be dealt with immediately. Upon suspecting, witnessing or being told of bullying activities staff should inform the Head of School or member of SLT. The Head of School or member of the leadership team should deal with the incident in the following way:

- Ensure the safety and wellbeing of those involved; including physical and emotional support

- Support and reassure the pupil who has been bullied and reassure them that the bullying will be stopped. Record their version of the incident on CPOMS.

- Establish the facts and build an accurate picture of the events through speaking to any staff and pupil witnesses.

- Record (CPOMS) a clear account of the incident, including date, time and place. What prompted the incident, what happened and what immediate action was taken.

- Discuss incidents and work closely with parents / carers of all pupils involved.

- Implement any necessary actions to prevent further incidents from occurring including providing any ongoing support needed for all pupils.

Listening to pupils

It is important that pupils are and feel that they are, listened to when discussing or disclosing any potential incidents of bullying:

- listen to the child
- take them seriously
- show empathy
- let the child know it's not their fault
- avoid stereotypes / unconscious bias
- reassure them they were right to tell you

Remember

- Bullying can have a significantly negative impact on pupils – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you might have
- Take prejudice-based bullying seriously and listen to pupils affected by it

5. Links with other Policies

This Policy should be read alongside**:**

- Relationships & Positive Behaviour policy
- Child Protection and Safeguarding policy
- RSHE / PSHE policy
- Online Safety policy
- Equal Opportunities policy