The Roseland Academy
Part of The Roseland Multi-Academy Trust

Respect and Kindness Policy

(Non-Statutory)

Approved: Spring 2022
Next Review: Spring 2024

Equality Impact Assessment - Policy Review
In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Aim

We take great pride in our culture of exceptional behaviour and attitude. Students and staff are highly motivated, collaborative, mutually respectful and make a tangible positive contribution to the school and wider community. When students or staff encounter challenges, we take intelligent, fair and highly effective action to build resilience and support future success.

Scope

This policy includes:
• Negative behaviour of students by students within school
• Negative behaviour and/or by students outside of school, where the school is aware
• Negative behaviour of staff by students within or outside school

Allegations about bullying of students by staff will be dealt with under the school's Safeguarding & Child Protection Policy.

This policy has links to the following school policies and procedures:
• Equality policy
• Behaviour policy
• Acceptable Use of IT policy
• Safeguarding & Child Protection policy
• Complaints policy
• SEN Policy and Information Report

Definition

Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e.
• Being physically and/or mentally hurt or worried
• Feeling unsafe and/or frightened
• Feeling unable to do well and achieve
• Feeling different, alone, unimportant and/or unvalued
• Being unable to see a happy and exciting future for yourself.

In order for The Roseland to fulfil its Mission Statement in 'where everyone succeeds' and in order for them to feel 'happy, safe and proud to be part of The Roseland', bullying must be identified and eradicated.

What does bullying look like, feel like, sound like?
Bullying is any behaviour by an individual or group that:
• Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
• Happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident.
• Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:
• Physical, eg kicking, hitting, taking and damaging belongings
• Verbal, eg name calling, taunting, threats, offensive/personal remarks
• Relational, eg spreading nasty stories, gossiping, excluding from social groups
• Cyber, eg e-mails, picture/video clip bullying, Instant Messaging (IM), social media
• Indirect, eg graffiti, defacing of property, displaying inappropriate material such as pornography, class, disability, homophobic, racist or sexist nature.

Who bullies?
Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an

attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is bullied?
Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person, eg shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

Identifying and Reporting Concerns about Bullying
All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Students who are bullying others also need support to help them understand and change their behaviour. Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All Students will be encouraged to report bullying by:
• Talking to a member of staff of their choice
• Completing an Incident form in BASE and discussing with the Inclusion Support Manager or the Wellbeing Team
• Contacting local and national support agencies for advice/support (see Appendix A)

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Parents can report concerns via the Tutor or the Wellbeing Team. In serious cases that take place outside of school, the parent may wish to contact the police directly. In these cases, the school cannot investigate unless the police wish them the do so. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

Responding to Reports about Bullying
The Roseland Academy will take the following steps when dealing with concerns about bullying:
• If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it. In most cases this will be passed on to the BASE or Wellbeing Team for investigation.
• A clear account of the concern will be recorded and given to the Inclusion Manager, a senior member of staff (Teaching Team Leader/Learning Leader) or a member of the Leadership Team.
• The investigating member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
• Parents and other relevant adults will be kept informed.
• Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
• Disciplinary sanctions will be used as appropriate and decisions made on an individual basis depending on the context and level of need for each individual.
• The Roseland Academy actively promotes a practice of Restorative Justice (RJ). The Wellbeing Team are trained in restorative approaches and encourage students to understand the consequences of their actions. All incidents are seen as a learning opportunity for all involved.

- Parents/Carers are requested not to keep their child off school if they feel there has been a case of bullying as this prevents an investigation taking place.

Students & Staff

Staff who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies where appropriate.
- Help and advice on how to remove online material.

Students who have been bullied will be supported by:
- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the student
- The use of special interventions and/or referrals to other agencies where appropriate.
- Peer Mentors

The following disciplinary steps can be taken:
- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Confiscation of mobile phones, in line with our Acceptable Use of IT (internet safety) policy
- Internal Exclusion
- Fixed term exclusion
- Permanent exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort (Restorative Justice)

Parents
- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Policy.
- The school encourages parents and carers to support their children in a positive manner by building resilience against perpetrators of unkind behaviour. Simple strategies such as blocking on social media, not responding, or taking screen shots should be employed.
- Where a student is involved in bullying others outside school, ie in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:

- Raise awareness of the nature of bullying through inclusion in PSHE, tutor time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all students feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-Bullying Week.
- Seek to develop links with the wider community that will support inclusive, anti-bullying education.
- Refer to the LA guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

Promotion of this Policy

The policy and methods for reporting bullying concerns will be promoted throughout the school and through regular awareness raising activities with existing students and parents. The YEP group will promote their awareness in assemblies with peer mentors who will support these efforts.

Monitoring, evaluation and review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies.

An annual report will be made to the Trustees, including statistics about:

- The number of reported concerns
- Monitoring information about the students involved
- Motivations for bullying
- Actions taken and outcomes

Appendix A

Sources of support or information

Childline: www.childline.org.uk
NSPCC: www.nspcc.org.uk
Anti-bullying alliance: www.antibullyingalliance.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
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
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

Cyberbullying

Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
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
Tell Mama: www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational

LGBT
Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying