



TotalTuition

ROSEWOOD  
INDEPENDENT SCHOOL

Rosewood Independent School is a trading name of Total Tuition Limited.

This policy covers all students at Total Tuition Alternative Provision and Rosewood Independent School.

## Anti-Bullying Policy

To read alongside the e-safety policy.

### 1. Introduction

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 children, or perceived differences. (Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, 2014, DfE)

### 2. Anti-bullying Statement

We believe it is the right of all members of our community to learn, work and play in a safe and secure environment. We promote an understanding of one another through the Curriculum and teach and model the attitudes, values and respect that we expect members of our community to show one another.

We make a clear anti-bullying statement that states:

*We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our School and, if it occurs, deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.*

### 3. Aims

We aim to:

- Provide a safe and secure environment where all can learn, work and enjoy leisure time without anxiety or intimidation;
- Develop an ethos in which bullying is regarded as unacceptable, and any bullying incidents are reported;
- Take bullying seriously and show a consistent response to any bullying incidents that may occur;
- Make all those connected with the School aware of our opposition to bullying;
- Make clear each person's responsibilities with regard to the eradication of bullying in our School.

## 4. Roles and Responsibilities

### 4.1 Headteacher

The role of the Headteacher is to:

- Monitor the incidents of bullying that occur, and review the effectiveness of the policy regularly;
- Keep accurate records of all incidents of bullying and regularly meeting with staff about the effectiveness of anti-bullying strategies;
- Implement the School's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying;
- Ensure that all children know that bullying is unacceptable behaviour (both in this School and outside it), through direct teaching and through the School's response to any bullying behaviour;
- Ensure that all staff receive sufficient training to be equipped to deal with any incident of bullying;
- Set a climate of mutual support and praise for success, where children feel valued, to reduce the likelihood of bullying occurring.

The Headteacher is the first point of contact for teachers and parents concerned that bullying is taking place. The Director will keep relevant staff informed of any incidents of bullying and necessary steps that need to be taken to address the issue. All staff have a responsibility to:

- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Ensure that the issue has been fully discussed with all children involved, whether experiencing bullying, carrying out bullying or witnessing bullying (either in person or with the class teacher);
- Meet with home school/parents/carers of any children involved (both those experiencing bullying and those displaying bullying behaviour) when such behaviour is reported and has been investigated to discuss the issue and clarify how it is being dealt with;
- Record fully any incidents, meetings and action taken.

### 4.2 Teachers and Teaching Assistants

The role of teachers and teaching assistants are to:

- Teach children specifically knowledge, skills and attitudes about issues relating to bullying through the PSHE curriculum. For further details see the PSHE scheme of work for Respect Week and SEAL unit 'Say no to bullying';
- Ensure that there are mechanisms in place for children to raise concerns e.g. Circle Time, Worry Box;
- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Keep accurate records of all incidents that happen to children in their session and to ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the School's Behaviour Policy (such behaviour should be regarded as serious and when bullying is reported or suspected, the Headteacher should be informed);
- Listen to and support any child who is being bullied;

- Ensure that the programme and sanctions agreed for any pupil who is exhibiting bullying behaviour are carried out;
- Ensure ongoing communication with the homeschool/ parents/carers of children involved until all parties agree that the issue is resolved;
- Ensure that they are confident to deal with incidents of bullying and behaviour management through attending training;
- Establish a climate of trust and respect for all.

#### **4.3 Other members of staff**

The role of other members of staff is to:

- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the School's Behaviour Policy;
- Listen to and support any child who is being bullied;
- Establish a climate of trust and respect for all.

#### **4.4 Parents**

The role of parents is to:

- Contact their child's home school or Total Tuition Alternative Provision / Rosewood Independent School immediately if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying;
- Support the School's Anti-Bullying Policy and code of good behaviour.

### **5. Monitoring and review**

This policy is monitored on a day-to-day basis by the Headteacher and reviewed as part of the Behaviour Policy on a yearly basis.

This policy will be deemed successful if

- Any bullying is promptly reported and reported incidents of bullying remain low;
- Any bullying is promptly dealt with in such a way as to prevent reoccurrence;
- This is a happy School where all feel safe and secure.

#### **Policy review and updates:**

Jennifer Wood, Centre Director (Total Tuition Alternative Provision / Rosewood Independent School)

Created: August 2018

Reviewed: July 2019 (Total Tuition)

Updated: July 2020 (Total Tuition)

Next review: June 2021

## Appendix 1

### Key messages about bullying

*Reference: 'Say no to bullying' Theme 3*

*Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL) DfES 2005*

#### **General**

Similarities and differences are to be valued and celebrated to create an ethos of respect. Bullying is deliberate, ongoing and involves an inequality of power.

Bullying situations involve three parties: the person who is bullied, the witnesses and the person doing the bullying.

Bullying can take a variety of forms. Judgements about how serious or mild it is can only be made by considering the way it feels to the person experiencing the bullying. We all respond differently.

In order to become a school where 'telling' is the norm, we need to understand why children who are bullied and witnesses don't tell, and make it more possible for them to do so.

#### **About those who are bullied**

Bullying can happen to anyone.

Understanding the link between feelings, thoughts and behaviours enables us to understand how those who are bullied might respond.

Children need a clear plan that will keep them safe if they experience bullying. It is equally important for children to use the social, emotional and behavioural skills they have built up:

- to use a variety of ways of managing their emotions, for example feelings of fear or anger aroused by bullying behaviours;
- to use the problem-solving process for bullying situations as for other interpersonal difficulties.
- children who experience bullying need friends and kindness.

#### **About witnesses**

Witnessing bullying behaviour is a powerful situation to be in.

Understanding the feelings that witnesses may experience enables us to understand why they sometimes don't tell about the bullying they have seen.

Witnesses can act as an audience, which can encourage the children doing the bullying, even if they do not mean to.

There are several options open to witnesses to make bullying less likely. They can:

- challenge the children doing the bullying (in certain circumstances);
- 'scoop up' the child who is being bullied ('come on, you're needed in our game now' spoken to the child as two children take an arm each and lead the child away);
- tell an adult;
- talk to others;
- devise a problem-solving plan;
- be kind to the person experiencing bullying.

### ***About bullying behaviour***

Bullying behaviour is used by many children who are at other times witnesses or targets of others' bullying behaviours.

Bullying behaviour is contextual – it is not in 'the nature' of the person doing it (just as being a person who is bullied is not in 'the nature' of the person experiencing it). Children use bullying behaviours for a variety of reasons

In order to stop children from bullying, we have to develop a context in which children and adults want bullying to stop and in which it is the norm to 'tell' if bullying is seen or known about.

Children who bully need to understand the effect they are having on their targets (the development of empathy).

Children who bully need to have the support that any child needs when trying to change their behaviour.