



Rowley Park Academy

Anti-bullying Policy

At Rowley Park Academy, we believe we should be values-driven. We believe in five simple core values that underpin all that we do and characteristics that complement each one. The school talks about values regularly and how these are reflected in children's behaviour. The purpose and aim of this policy is to enable all stakeholders to create a positive, safe environment that allows all pupils to learn, reach their full potential and feel safe. It is informed by: DFE's Preventing and Tackling Bullying.



To complement our values, the positive relationships and behaviour policy is underpinned by three main principles: Be Ready, Be Respectful, Be Safe.

BE READY	BE RESPECTFUL	BE SAFE
This principle is in reference to the children's attitude and expectations to learning.	This principle is in reference to the children's attitudes and behaviours towards others.	This principle is in reference to the children's behaviours
READY TO LISTEN, READY TO LEARN, READY TO BE LEADERS	RESPECTFUL ATTITUDE, RESPECTFUL WORDS, RESPECTFUL ACTIONS	SAFE CHOICES, SAFE ACTIONS, SAFE SPACE

What is bullying?

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally where the relationship involves a balance of power. Bullying can happen face to face or online.

The four key elements to this definition are:

- Harmful
- Repetition
- Power imbalance
- Intentional

Types of Bullying.

Bullying behaviour can be:

Emotional	Isolating other, tormenting, hiding their property, threatening gestures, belittling, sarcasm
Physical	Pushing, poking, kicking, hitting, biting, punching
Verbal	Name calling,, threats, teasing, belittling
Prejudiced based <ul style="list-style-type: none"> • Racial • Faith-based • Gendered /misogynistic • Homophobic • Biphobic • Transphobic • Disability-based These are called 'protected characteristics' under the Equalities Act 2010	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic
Sexual	Unwanted physical contact, inappropriate touch, abusive comments, , exposure to inappropriate images
Online/cyber	Posting on social media, sharing photos, sending nasty messages, social exclusion. This may occur in or outside of school.
Direct or indirect	Graffiti, spreading rumours, sarcasm

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

As part of the requirement on schools to promote fundamental British values, our school will proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

We will record these types of bullying, even that which represents a one-off incident, and report them to the trust and local authority (annually) for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- socio-economic impact of poverty and poor housing

We also recognise that bullying can take place between:

- young people
- young people and staff
- staff
- individuals and groups

Bullying outside of school

Bullying is not confined to the school premises. It also persists outside of school, in the local community, on the journey to and from school or online. Rowley Park Academy acknowledges its responsibilities to support families if bullying occurs off the premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Dealing with bullying

Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. We use the Jigsaw PSHE scheme to deliver lessons, along with assemblies and special days, to develop pupils understanding of bullying. During these lessons, pupils are given opportunities to discuss different types of bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupil's also learn about e-safety and responsible use of technology. Pupil's are taught to speak with an adult if they are concerned someone is being bullied.

Through the Hope programme and our pastoral team, we able to identify early signs of bullying and potentially vulnerable pupils and provide ongoing support for pupils who have experienced bullying as well as any children exhibiting bullying behaviours who are supported to improve their behaviour.

Identification

All adults should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: *unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or school work, loss of appetite, stomach aches, headaches, bedwetting.*

Emotional: *losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.*

Behavioural: *asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties*

The school may also become aware of incidents of bullying through such incidents being reported to a staff member by pupils or parents. This includes incidents taking place both in and out of school.

Actions

All staff will challenge bullying behaviour, staff will support pupils when responding to an incident. Children know that they can go to a member of staff for help and support. Any staff supporting children at breaktime and lunchtimes will take time to listen and respond to a child's concern. Staff will encourage pupils to be open and willing to share a problem. All incidents of bullying will be referred to a member of SLT and further action taken which may include:

- speaking to all parties involved
- informing/speaking with parents
- Sanctions/actions consistent with Relationships and Behaviour policy
- Working with pastoral team for ongoing wellbeing support
- Personalised behaviour/action plans
- Suspensions/exclusions as a last resort
- Referral pathways to external agencies where appropriate

Recording keeping

Records are kept of incidents of bullying and how the school has responded. These records will report:

- Who was involved
- Where and when incidents took place
- What happened
- What actions were taken
- How it was followed up

Incidents of bullying are reviewed regularly by SLT to look for trends and patterns. Adaptations to PSHE offer for pupils is actioned when necessary to respond to the needs of our pupils.

The Academy Council receive termly updates on the number of bullying incidents so they are able to track trends and questions the effectiveness of the school's policy.

Advice to parents and families

Our school website offers links to organisations offering support and advice for pupils and parents (under community links) but the following links can also be used for advice and support.

<https://anti-bullyingalliance.org.uk/>

<https://www.kidscape.org.uk/>

https://www.internetmatters.org/?gclid=EAlalQobChMI2KrJv7raAlVdIFQBh3guQtMEAAYASAAEgJ49vD_BwE

This Policy runs in alignment with the following policies:

[Positive Relationships and Behaviour Policy 2025](#)

[VAT Exclusions Procedure](#)

[Safeguarding and Child Protection Policy 2025](#)

[E Safety Policy](#)

[PSHE and RHE Policy](#)

[DFE Preventing and Tackling Bullying Advice](#)

[KCSIE](#)

Signed Headteacher Dated:.....

Signed..... Chair of Academy Council Dated:.....

To be reviewed: September 2026