



Anti-Bullying Policy

Date of adoption: **01.12.19**

Date to be revised: **01.12.21**

Person responsible: **Vice Principal (Pastoral)**

Introduction

Rushcliffe School aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including understanding the issues relating to bullying and having the confidence to seek support from school should they feel unsafe.

We would also want parents and carers to feel confident that their children are safe and cared for in school and incidents, when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Roles and responsibilities

The head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The **anti-bullying coordinator** in our school is named on the school website. Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents through the Pupil Support Unit
- Coordinating strategies for preventing bullying behaviour

Our nominated Governor with responsibility for anti-bullying is also named on the school website.

Definition of Bullying

“Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (July 2017)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

All forms of bullying should be taken seriously and dealt with appropriately.

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its effects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims (cyber-bullying).

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of

bullying or have witnessed bullying behaviour (bystanders) through the Senior Leadership Team and those working in pupil support roles.

Concerns should be reported to the Deputy Head Teacher or Heads of Year verbally, in writing, or by use of the confidential 'Whistle-blowing box' located in the PSU. Pupils, staff and visitors are encouraged to report all suspected or alleged bullying.

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The school will take the following steps, as appropriate

- Informing parents
- Interviewing all parties, maintaining the anonymity of victim or 'whistle-blower' when appropriate.
- Implement appropriate disciplinary sanctions in accordance with the school's Managing Pupils Positively Policy. These are considered according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the schools actions.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, individual work with victim, perpetrator, and referral to outside agencies if appropriate.
- Liaising with the police and other agencies if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Using the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the Pupil Support Unit and staff who dealt with the incident. This information will be stored in the Pupil Support Unit. The information stored will be used to ensure individuals / incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular Inclusion Group and Head of Year meetings. This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involving parents at all stages of investigation and response.
- Celebrating good behaviour and achievements.
- Cross curriculum Bright Days
- Specific input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council.
- Peer mentoring scheme.
- Outside agencies when appropriate – Police Liaison Officer, Targeted Support Service.

Support for parents/carers

- Signposting to other agencies.

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- Parent information events/information e.g. Internet safety and Cyber-bullying.

Support for all school staff.

- Staff training and development for all staff including those involved in lunchtime and before and after school activities.

Acknowledging that bullying includes:

- name calling.
- taunting.
- mocking
- making offensive comments.
- physical assault.
- taking or damaging belongings.
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet.
- producing offensive graffiti.
- gossiping and spreading hurtful and untruthful rumours.
- excluding people from groups.
- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture.
- bullying related to appearance or health.
- bullying of young carers or looked after children or otherwise related to home circumstances.
- sexist or sexual bullying.