



# ANTI-BULLYING POLICY

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**This policy should be read in conjunction with:**

OFG RHS Behaviour policy

Child-on-Child Abuse policy and guidance document

# **Reddish Hall School Anti-Bullying Policy**

## **Introduction**

At Reddish Hall School we are committed in providing a warm, friendly and disciplined atmosphere in which every child is valued, challenged and fully developed. We aim to provide an ethos of good behaviour where pupils treat one another and the school staff with respect, creating an inclusive environment. Pupils can openly discuss bullying without fear of discrimination is not afraid to challenge and stand up for what they know is right.

We promote a safe and calm community that is free from disruption and in which education is the primary focus. We promote equality and ensuring safeguarding for all and provide the opportunities that will allow each pupil to achieve success in as many aspects of their school life as possible.

This policy should be read in conjunction with the school's policies on Equal Opportunities, Safeguarding, Behaviour Policy, our PSHE schemes of work and Spiritual, Moral, Social and Cultural development of pupils.

## **Our Policy and the Law**

### **Independent School Standard Regulations 2014:**

The Independent School Standards Regulations 2014 provide that the proprietor of an independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

This policy has been drafted in consultation with pupils and staff at Reddish Hall School as well as incorporating the latest recommendations from the relevant legislation and current DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017), the Equality Act 2010 and The Education and Inspection Act 2006 (sec 89).

### **The Education and Inspections Act 2006 section 89:**

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.
- Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- and foster good relations between people who share a protected characteristic and people who do not share it.

## **Safeguarding Children and Young People**

Under the Children Act 1989 (supplemented 2004), a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the Children Protection Policy and Procedures. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Bullying Outside School Premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in *Behaviour and discipline in schools – advice for Head of Schools and school staff (2014)*.

### **Aims and Objectives**

- To make it possible for pupils to experience the school as a caring, supportive, learning environment, free from bullying behaviour.
- To create an atmosphere of tolerance, mutual respect, co-operation and consideration for others, enabling pupils to feel safe from fear and threat.
- To accept that it is everyone's responsibility to prevent all forms of bullying.
- To accept that all forms of bullying are serious breaches of the school behaviour policy.
- To counter the belief that informing staff and parents of incidents of bullying is not "telling tales" but is helping to keep the school a happy and safe place in which to develop.
- To involve all staff in promoting and following the policy and in referring bullying incidents.
- To communicate with parents, pupils and staff effectively on the subject of bullying
- To evaluate the effectiveness of the policy through questionnaires and pupil inter views.

### **Why is it important to respond to bullying?**

Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **What is bullying?**

Bullying is a wilful, conscious intention to hurt, threaten, frighten and humiliate and where the behaviour is repeated, or has the potential to be repeated over time. This could be over consecutive days/weeks and usually has a power imbalance that makes it hard for the victim to defend themselves. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

## **What does bullying look like?**

- Social and emotional: including attempting to or excluding from any friendship group; intimidation
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: focussing on the issue of sexuality
- Verbal: humiliation, teasing, name-calling
- Cyber: All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

## **Possible signs and symptoms of bullying**

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a pupil:

- is frightened of walking to or from school,
- doesn't want to go on the school / public transport,
- changes their usual routine,
- is unwilling to go to school (school phobic),
- begins to truant,
- becomes withdrawn anxious, or lacking in confidence,
- attempts or threatens suicide or runs away,
- cries themselves to sleep at night or has nightmares,
- feels ill in the morning,
- school work deteriorates,
- comes home with clothes torn or books damaged,
- has possessions which are damaged or "go missing",
- asks for money or starts stealing money (to pay bully),
- has dinner or other monies continually "lost",
- has unexplained cuts or bruises,
- becomes aggressive, disruptive or unreasonable,
- has unexplained cuts or bruises,
- becomes aggressive, disruptive or unreasonable,
- is bullying other children or siblings,
- stops eating,
- is frightened to say what's wrong,

- gives improbable excuses for any of the above,
- is afraid to use the internet or mobile phone,
- is nervous & jumpy when a cyber message is received.

*These signs and behaviours could indicate other problems, but bullying could be considered a possibility and should be investigated.*

## **Cyber Bullying**

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. We recognise that cyber bullying can:

- be conducted in a variety of different ways including via mobile phones, social media sites and the internet,
- be carried out anonymously and/or by people completely unknown to the receiver,
- be carried out by people of all different ages,
- be carried out at any time of day or night,
- be unintentional, e.g. becoming the mistaken recipient of a message.

To prevent cyber bullying the school will:

- Regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year,
- Ensure that the Computing Curriculum teaches children how to recognise cyber bullying and how to use ICT safely through a specific e-safety strand and as an integral part of any teaching and learning for ICT,
- Ensure that any related policies, including the “Acceptable Users Policy” make specific reference to anti-bullying procedures,
- Ensure that any mobile phones brought onto the premises by pupils are kept in lockable storage unit.

## **Roles and Responsibilities**

All pupils must believe and know that they will be listened to and believed, and that our response will be swift, effective and sensitive to their concern.

## **Pupils**

If you are being bullied in school:

- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong — they are.
- Remember that your silence is the bully’s greatest weapon!
- Stay with a group of friends/people. There is safety in numbers.
- Fighting back may make things worse: talk to your parent, social worker, a teacher or parent/guardian first.
- Talk to an adult that you trust, and take a friend with you if it helps.
- What you say will be passed to your Key Stage Coordinator. You will be taken seriously.
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out.

If you see someone being bullied in school:

- The best thing you can do to help is to talk to someone.
- *Take action!* Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with people who bully without getting you into trouble.

## **Staff**

All staff should be alert to any incidences of bullying in classrooms and around school.

- Anyone who suspects bullying may be happening must inform the relevant Form Tutor, Head of Key Stage or the Pastoral Manager and record the event on our tracking software, Sleuth.
- All staff should take any incidents of bullying reported to them seriously and be sensitive to the feelings of the pupil(s) reporting issues of bullying. Make it clear that they have made the right decision to tell.
- All staff should deal promptly with any issues of bullying in the classroom and offer the support of a safe room/area if it is necessary.
- All staff will encourage pupils to complete the bullying questionnaire issued just before Bullying Week in November.
- Support staff and the Pastoral Manager will discuss the incident with the pupil and agree the best course of action.
- Support staff and the Pastoral Manager will investigate any reports of bullying with the aim of stopping any bullying immediately.
- Support staff and the Pastoral Manager will use mediation, refer appropriate interventions or whole school sanctions as appropriate to challenge and resolve incidents of bullying.
- As a school we will offer support to change the behaviour of the bully which could involve outside agencies and/or internal education and therapeutic resources.

## **Parents**

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc. If you suspect your child is being bullied or is bullying in school;

- Inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- *Advise your child not to fight back,*
- Tell your child that there is nothing wrong with him or her. It is not their fault that they are being bullied,
- Make sure your child is fully aware of the school policy concerning bullying, and that they need not be afraid to ask for help.

## **Proactive Measures to Prevent Bullying**

At Reddish Hall School we accept that prevention is better than the cure and therefore strive to create a whole school ethos to reduce/eliminate bullying by:

- Proactively seeking to celebrate success to create a positive school culture.
- Personal Development lessons provide opportunities to explore bullying as a topic.

- Employing teaching methods which encourage co-operative work inside and outside the classroom.
- Where appropriate, support staff provide time for class groups to discuss issues related to relationships and consider strategies for dealing with difficulties.
- Using assemblies and form sessions as an important forum to raise awareness and restate expectations of behaviour and to promote 'Anti-Bullying Week' annually during March and November.
- Teaching e-safety across the school and via assemblies to promote safe practice involving the use of on-line chat rooms /social networking sites and mobile phones.
- Encouraging and expecting positive behaviour at all times, which is also recognised and fostered by our reward system.
- Viewing and promoting residential and day trips as an excellent way of developing positive relationships and mutual understanding.

## **Procedures**

- All staff to be aware of the school's policy on bullying and should be vigilant at all times so that bullying does not pass undetected.
- Staff to refer and, where appropriate to their role, promptly investigate any allegations of bullying and take the pupils' concerns seriously.
- Less serious individual incidents (name calling etc.) should be challenged immediately and an appropriate sanction given. The pupil being bullied needs to be reassured of our support and encouraged to report immediately any further incidents. Staff should then pass on this information to the Head of Key Stage.
- In the event of a more serious incident (resulting in physical or significant emotional harm) the Key Stage Coordinator and form tutor needs to be informed at the earliest possible opportunity. This would then be communicated to the SLT and Pastoral Manager as required.

## **The appropriate Form Tutor, in conjunction with the pastoral manager, should then:**

1. Ensure that any confirmed instance of bullying is written up in the Bullying Log.
2. Make parents/carers of both parties aware of the incident within 24 hours.
3. Use one or more of the following strategies to deal with the incident depending on the circumstances.
  - Investigate the incident.
  - Bring bully and bullied together for a no-blame, conflict resolution approach.
  - Reparation or compensation for damaged/stolen property.
  - After-school reflection.
  - Referral to the SLT for fixed term exclusion and/or for police involvement.

## **Racist/Sexist Bullying**

Racist or sexist bullying (including homophobic bullying) is deemed as a serious incident and should be dealt with as for any serious incident with the addition of the protected characteristics incident process.

## **Racist incidents include:**

- Verbal abuse by name-calling, racist jokes and offensive mimicry,
- Physical threats or attacks,
- Wearing of provocative badges or insignia,
- Bringing racist leaflets, comics or magazines,
- Inciting others to behave in a racist way,
- Racist graffiti or other written insults,
- Refusing to cooperate in work or play.

### **Sexual bullying is characterised by:**

- Abusive name-calling,
- Looks and comments about appearance etc,
- Inappropriate and uninvited touching,
- Sexual innuendoes and propositions,
- Pornographic material, graffiti with a sexual content,
- In its most extreme form, sexual assault or rape.

### **Reporting**

Pupils can report a bullying incident verbally or by completing an Incident Report. If pupils feel unable to talk to a staff member and would prefer to raise any bullying issue or make an enquiry via email then they can do so at the following address:

[admin@reddishhallschool.co.uk](mailto:admin@reddishhallschool.co.uk)

### **Carers**

The school ensures that parents/ carers are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. The school will report incidents of bullying to parents/ carers. parents wish to contact an advisor to discuss any bullying issue then they too can write the above email address.

### **Staff**

The school ensures that all staff understand the principles and purpose of the Anti-Bullying policy, the importance of challenging and naming bullying behaviour, the school's legal responsibilities regarding bullying, how to resolve problems and where to seek support.

Staff will use the school system for recording and reporting bullying incidents.

The school will work with the wider community, such as the Police and Children's Services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school will also work with other schools, agencies and the wider community to tackle bullying that is happening outside the school, the SLT would make this decision if necessary to do so.

### **Monitoring Incidents of Bullying**

- The SLT and Middle Leadership Team along with the form tutors and pastoral support team will monitor the effectiveness and consistency of the anti-bullying policy in relation to reported incidents of bullying, in order to identify trends and inform preventative work in school.



## **Evaluation**

The policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying.
- Fewer pupils report being bullied or that they are bullying.
- More pupils say that they would not join in bullying someone else.
- More pupils would tell a member of staff if they were being bullied.