



ANTI-BULLYING POLICY

1 STATEMENT OF INTENT

- 1.1 We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the school, either by telling a member of staff, parent, friend or peer. As a school we take bullying seriously. Students and parents will be supported when bullying is reported. Bullying will not be tolerated.
- 1.2 This policy refers to bullying of all members of the school community, students and staff.

2 WHAT IS BULLYING?

2.1 Bullying is any behaviour by an individual or group that (it does not necessarily have to be all 3 to be bullying):

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- Usually happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident
- The person being bullied will usually find it very hard to defend themselves – it involves an imbalance of power

2.2 Bullying can be:

- Emotional – being unfriendly, excluding, tormenting eg hiding books, threatening gestures
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing, making personal remarks. Discriminatory language is not acceptable and will be challenged
- Written – notes, offensive graffiti
- Cyber – misuse of all areas of internet, such as email, internet chat room, social networking sites, mobile threats by text messaging & calls, misuse of associated technology ie camera and video facilities

2.3 Types of bullying can include:

- Sexual – unwanted physical contact or sexually abusive comments
- Racist – including taunts, jokes, gestures
- Focused on religion or belief
- Homophobic and transphobic – because of, or focussing on the issue of sexuality including taunts, jokes, gestures eg using ‘gay’ as a word of abuse
- Disablist bullying – including taunts, jokes, gestures

- Sexist (including discrimination against transgender) – including taunts, jokes, gestures

A bullying incident is “any incident which is perceived to be bullying by the victim or any other person”.

3 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

- 3.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.
- 3.2 Schools have a responsibility to respond promptly and effectively to issues of bullying. Everyone has a right to feel safe in school.
- 3.3 Bullying can have detrimental long term effects on the victim.
- 3.4 Bullying can have a significant impact on the victim’s family.
- 3.5 If the victim does not report the incident or does not feel supported, they might take action themselves and this may not be appropriate.
- 3.6 The bully may need support. Students who are bullying need to learn different ways of behaving.

4 SIGNS & SYMPTOMS

- 4.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults (parents and school staff) should be aware of these possible signs and that they should investigate if a child:
 - Is frightened of walking to or from school
 - Doesn't want to go on the school/public bus
 - Begs to be driven to school
 - Changes their usual routine
 - Is unwilling to go to school (school phobic)
 - Begins to truant
 - Becomes withdrawn, anxious or lacking in confidence
 - Becomes isolated from peers
 - Starts stammering
 - Attempts or threatens suicide or runs away
 - Signs of self-harm
 - Cries themselves to sleep at night or has nightmares
 - Feels ill in the morning
 - Begins to do poorly in school work
 - Changes in a child’s behaviour
 - 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
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Gives improbable excuses for any of the above

This is not an exhaustive list.

4.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Parents should contact the school if they are concerned

5 RESPONSIBILITIES

5.1 It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, and all staff to be aware of this policy and implement it accordingly
- The Headteacher, Strategic Leadership Team (SLT) and Heads of House to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- All staff to support and uphold the policy
- Parents to support their children and work in partnership with the school
- Students and staff to follow the RGS code of conduct, treating all members of the community with respect, in line with the policy
- All members of the school community to report bullying

6 PROCEDURES

- i) Students and parents are encouraged to report bullying
- ii) Staff will report and record incidents of bullying. Bullying incidents will be reported and recorded by staff. Staff will follow up all incidents of bullying. See appendix 1
- iii) Students will be encouraged to record the incidents and also keep evidence of cyberbullying

- iv) In serious cases parents will be informed and may be asked to come in to a meeting to discuss the problem
- v) If necessary and appropriate, police will be consulted
- vi) Bullying behaviour or threats of bullying will be investigated and action will be taken to stop the bullying quickly
- vii) Students will be consulted by staff regarding the actions
- viii) Support will be given to help the bully (bullies) change their behaviour

7 OUTCOMES

- i) The bully (bullies) may be asked to genuinely apologise. Reparation will be supported
- ii) In serious cases, or repeated acts of bullying by the same student, exclusion will be considered
- iii) Disablist, racist and homophobic incidents may be anonymously reported to Bristol City Council
- iv) If possible, the students will be reconciled. This is optional and at the discretion of the victim
- v) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place again. Students encouraged to report if it continues

8 PREVENTION

- Having a Code of Conduct that is shared and discussed with all students. This promotes excellent behaviour in which all members of the community treat others with respect.
- Having discussions about bullying in relevant lessons and mentor time. Mentor groups include students from all year groups 7 to 11. Older students support and act as role models for others.
- Raise awareness of cyber-bullying through the school's curriculum
- Assemblies and workshops to raise awareness about bullying
- Participation in anti-bullying week
- Curriculum includes aspects where students are encouraged to develop and understand, patience, empathy, cooperation and respect as well as the British Values shown below:
 - Mutual respect
 - Democracy
 - The rule of the law
 - Individual liberty
 - Tolerance of those of different faiths and beliefs

9 MONITORING & EVALUATION

- 9.1 This policy will be monitored and the effectiveness will be evaluated in the light of:
- Number of students being bullied
 - Number of students who are bullying

- Students' willingness to report incidents
- Monitor the times and places of the bullying incidents so that more staff can be located there at lunch and break
- Staff vigilance and response to bullying behaviour
- Number of students and parents feeling secure about the school's response to bullying

10 RELATED POLICIES

10.1 This policy should be read in conjunction with the following Redland Green School documents:

- Equalities Plan
- E-Safety Policy
- Behaviour for Learning Policy
- Safeguarding & Child Protection Policy

| Agreed by Staff | Agreed by Pupils | Agreed by Governors | Review Schedule | Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed |
|----------------------------|----------------------------|---------------------|-----------------|---------------|---------------|---------------|---------------|
| 10 JUL 2008 25 JUN 2012 | 10 JUL 2008 05 NOV 2012 | 10 JUL 2008 | ANNUALLY | 01 OCT 2009 | 07 JUL 2011 | 25 JUN 2012 | 21 NOV 2012 |
| Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed | Date Reviewed |
| 6 MAR 2013 | 26 MAR 2014 | 10 MAR 2016 | | | | | |

APPENDIX 1 – DEALING WITH INCIDENTS OF BULLYING

- Where an incident occurs separate to school parents will be advised to resolve the matter, involving the police and other support agencies as required
- The following steps may be taken when dealing with incidents. This is not an exhaustive list. It is recommended that the lead member of staff uses the check list below to ensure all the required steps are taken:

| Checklist for Managing a Bullying Incident | ✓ |
|---|---|
| 1. Bullying (or suspected bullying) is reported or observed by a member of staff. | |
| 2. Report incident to Head of House as soon as possible. Under the Children Act 1989 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, the school staff should report their concerns immediately to a designated child protection lead in the school. | |
| 3. Member of staff records incident on SIMS | |
| 4. Head of House meets with (or ensures that an appropriate adult meets with) the target of the bullying. Incident form completed. | |
| 5. As required, Head of House collects statements from other students, including the alleged bully and witnesses using green incident forms. | |
| 6. If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. | |
| 7. Provide opportunity for young person responsible to reflect and consider how they might make amends. | |
| 8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned | |
| 9. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support | |
| 10. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support | |
| 11. Contact the parents of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout. | |
| 12. Contact the parents of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout. | |
| 13. The students' mentor will be informed by the Head of House. Teachers will be informed as required by the mentor or the Head of House. | |
| 14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. | |
| 15. When responding to cyber-bullying concerns liaise with ICT support staff, contacting the service provider and the police, if necessary. On-line content may be recorded and will then taken down. | |
| 16. Incident recorded in RGS bullying log by Head of House | |
| 17. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. | |
| 18. Monitor the situation and review with all parties to ensure the bullying has stopped. | |
| 19. Review how successful your approach has been. What additional preventative measures need to be in place? | |
| 20. RGS bullying log updated by Head of House | |

Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Supporting Students

Students who have been bullied will be supported by the following steps as appropriate:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the student and providing continuous support to restore self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have bullied will be helped by the following steps as appropriate:

- Discussing what happened and establishing the concern and the need to change
- Informing parents to support improvement and resolution
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

- Where the bullying involves a member of staff a senior member of staff must be informed.

Adults who have been bullied or affected will be supported by the following steps as appropriate:

- Offering an immediate opportunity to discuss the concern with a colleague and/or a senior member of staff. Discussing what happened with a senior member of staff and establishing the concern. At this point the senior member of staff may offer a meeting to enable parties to resolve their differences.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action
- *For further sources of support* - refer to relevant RGS HR policies and procedures. These may include code of conduct, employee grievance procedure, disciplinary procedure, managing allegations. The policies can be found via this [link](#).