The Raglan Schools
Policy

Anti-Bullying

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1. Policy objectives

- This policy outlines what The Raglan Schools will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- The Raglan Schools is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:
- Behaviour
- Complaints policy
- Safeguarding and Child protection
- SEND
- Mental Health & Well-being
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies such as PSHE, citizenship and computing

3. Links to legislation & guidance

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

There are several pieces of guidance which support schools in developing policy and procedure, they include:

- Preventing and Tackling Bullying - DfE, July 2017 and supporting documents.
- Keeping Children Safe in Education - DfE, September 2018
- Sexual violence and sexual harassment between children in schools and colleges - DfE, December 2017
- Cyberbullying: Understand, Prevent and Respond: Guidance for Schools - Childnet, 2016

4. Responsibilities

All staff and governors including the school leadership team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Governing Body
- Governors take a lead role in monitoring and reviewing this policy

Headteacher
- The headteacher communicates this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the school leadership team has been identified to take overall responsibility
- Reports to the Governing Body each term the number of investigated and confirmed cases of bullying

Leadership Team
- The leadership ensures that any reported or witnessed acts of bullying are investigated including, where appropriate interviewing the relevant pupils and staff
- They report to the Headteacher any cases and outcomes
- They support staff to promote positive relationships to help prevent bullying.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy

Staff
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- To respond to any reports of bullying by investigating and/or reporting incidents to a member of the leadership team
- To create a supportive environment for all pupils so they feel confident and comfortable in reporting any concerns they have

Parents & Carers
- Parents/carers support their children and work in partnership with the school

Pupils
- Pupils to abide by the behaviour and anti-bullying policies

5.   Definition of Bullying

The school takes its definition of bullying from the DfE guidance, 2017

Bullying is behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally

Anyone has the potential to be a target or perpetrator of bullying.

The four main types of bullying are:

- Physical – such as, hitting, kicking, shoving, theft;
- Verbal – such as threats, name-calling, shouts of abuse or insults, using threatening language;
- Emotional – such as spreading rumours, being excluded from groups, intimidation.;
- Cyber-bullying – such as nasty text messages, emails, phone calls, via social media and the wider use of technology.

Bullying can be fuelled by prejudice based on any of the following:

- Race (racist bullying);
- Religion or belief;
- Culture or class;
- Gender (sexist bullying);
- Sexual orientation (homophobic or biphobic bullying);
- Gender identity (transphobic bullying);
- Special educational needs or disability (SEND);
- Appearance or health conditions;
- Related to another vulnerable group of people.

Bullying is **NOT** when two people have a disagreement or fall out; it is "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." (Anti-bullying Alliance)

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6.   Prevention

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Embed the school values (Excellence, Friendship, Respect, Determination, Courage, Equality and Inspiration) in everyday life at school
- Have high expectations of behaviour and uphold the school's behaviour policy
- Celebrate success and achievements to promote and build a positive school ethos
- Train all staff including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as an anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem. This could include circle time or a Place 4 Talking
- Hold annually an anti-bullying week to focus on the issue at an age-appropriate level, exploring and discussing some key themes

7.   The Child at Risk

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self-harm.

Children may be held back from telling anyone about their experience either by threats or by a feeling that nothing can change their situation.

Parents, carers and staff need to be aware of the possible signs of bullying and any changes in behaviour such as:

- Refusing to attend school or a particular place or activity;
- Becoming anxious;
- Becoming withdrawn and isolated;
- Change in behaviour relating to internet use;
- Damage to property or belongings going missing;
- Increased complaints of physical illness.

Bullying should be taken seriously and a child offered support and reassurance that it is not their fault.

8.   The Perpetrator(s)

It is unhelpful to immediately label a child as a bully; the focus needs to be on supporting a change in their behaviour and identifying any wider support needs that the child may have.

It is important to recognise that children who bully may have significant needs themselves or be in need of therapeutic interventions.

The school has access to internal support and can also draw on external agencies where appropriate. Parents/ Carers would always be included in any decisions around further support.

9. Reporting Bullying

The school aims to create a supportive environment for pupils so they feel comfortable and confident to speak out. Often the targets of bullying can be intimidated or even threatened and often do not speak out. It is hoped that where other children see such behaviours that they are able to speak out.

The school has a reporting button on its website so pupils or parents can send a message to a member of the leadership team.

All staff are expected to respond swiftly when a child discloses a possible incident of bullying. As well as supporting the child, they should make careful notes and consult with the leadership team about next steps.

10. Actions

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by an appropriate member of staff.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of the leadership team (same as Safeguarding Team) will investigate and where appropriate interview all parties involved.
- The Headteacher (also Designated Safeguarding Lead) will be informed of all bullying issues
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the Safeguarding & Child Protection policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will investigate. If required, a member of the Safeguarding Team will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- Confirmed bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

11.   Review

The policy and procedures will be reviewed at least every three years and will include consultation with staff, governors, parents/carers and pupils.

Appendix

Useful links and supporting organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

• The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS)
  www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
• DfE 'Cyberbullying: advice for headteachers and school staff':
 www.gov.uk/government/publications/preventing-and-tackling-bullying

• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying
Race, religion and nationality
• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama:www.tellmamauk.org

• Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: www.srtrc.org/educational

LGBT
• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying