



Anti-Bullying Policy

Term of policy: Every 2 years

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Consulted with JCC? Yes No ✓

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the Deputy Headteacher (Pastoral), in consultation with staff and is monitored by other members of the School's Leadership and Management Group. The policy is subject to review every 2 years and is subject to approval by the governors of the school.

We are committed to being an outstanding employer, recruiting and developing the best staff for the benefit of our students. Rooks Heath School is the employer of staff, with the Governing Body having the responsibility for the leadership and management of the school. Ensuring appropriate HR policies are in place is part of that responsibility.

1. Rationale

1.1 Rooks Heath School is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We strive to create a culture based on our core values of Respect, Honesty and Kindness. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Bullying happens in all societies and at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not. Only when all issues of bullying are addressed will students be able to fully benefit from all opportunities available to the school.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should understand what bullying is and how it is dealt with at RHS
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school, we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

2. A definition of bullying

2.1. There is no legal definition of bullying, however, our school definition of bullying is: **Repetitive intentional** hurting of one person or a group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

2.2. Bullying can take many forms (for instance, cyber-bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, or sexual orientation. It might be motivated by actual differences between children, or perceived differences.

2.3. Stopping violence and ensuring immediate physical safety is our priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017, DFE*).

2.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 and (DfE Searching, Screening and Confiscation advice) to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

2.5. Bullying can be (but is not limited to):

- Physical - hitting, kicking, theft, pushing, punching, any use of violent
- Emotional - teasing, being unfriendly, excluding, tormenting
- Psychological - making threats
- Verbal - name calling, racist remarks, homophobic remarks, teasing
- Indirect - spreading rumours, excluding someone from social groups, making group chats, graffiti, gestures
- Cyber – writing abusive/threatening/sexual comments on the internet/mobile phones/social networking sites or sending inappropriate images.
- Sexual – unwanted physical contact or any forms of sexual harassment.

2.6. We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

2.7. At Rooks Heath School we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students to try and resolve their issues. One way we can do this is by using restorative approaches, where there is a safe space to talk about the conflict/issue. We will also re-emphasise our core values.

3. How to deal with bullying and who to tell?

At Rooks Heath we set the right ethos of being a 'Call It Out' school

We encourage our students to 'Call It Out'. This is reinforced by displays assemblies and tutor time. Bullying hurts. Our call it out ethos reminds students that no one deserves to be a victim of bullying, and everybody has the right to be treated with respect whatever their race, religion, gender, sexual orientation or disability.

Why is it Important to Respond to Bullying?

It is important that we meet these standards as a community. We remind our students If they hear or see anyone acting in a way that makes others feel uncomfortable, even if it is a friend of theirs. They are to

‘TELL THEM IT IS WRONG, TELL THEM TO STOP’

Students who bully need to learn different ways of behaving. Often, students who bully have underlying problems themselves, which need to be addressed.

The school has a responsibility to respond promptly and effectively to issues of bullying.

3.1. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- always treating other people with respect.
- doing nothing that could be construed as bullying.
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight, recording fights and uploading onto social media.
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

3.2 Each year in the autumn term we will remind all our students to take the following action if they feel they are being bullied. These messages will also be reinforced throughout the year.

- if you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop.
- if the bullying doesn't stop, tell someone in school. This could be any of the following: Form Tutor, Head of Year, Student Support Hub, Deputy Head (Pastoral) or any teacher with whom the student feels comfortable.

3.3. If bullying behaviour is witnessed by our students, we ask that they ‘Call It Out’ report their concerns using the above protocols. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.

3.4. If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's Head of Year or someone from the Student Support Hub. This will be logged, and the matter will be investigated.

3.5. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or any relevant external agencies. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

4. Reporting procedures

The incident/s must be recorded by the member of staff on Satchel One and if a clear case of bullying also on MyConcern; one or more of the following actions must be taken:

- The relevant Head of Year and/ or Student Support Hub must be informed unless the case is very minor
- All relevant parties must be seen and, if appropriate, statements taken
- The bullying behaviour or threats of bullying must be fully investigated, and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change their behaviour
- Restorative approaches may be used
- In serious cases, parents should be informed and may be asked to come into a meeting to discuss the problem
- If necessary and appropriate, police may be involved
- An annual report, giving the number of bullying incidents and analysed according to various criteria, will be produced and presented to Governors

4.1. Where incidents that happen outside school are clearly having a detrimental effect on the life of students in school, we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

5. Follow up actions

Each incident of bullying will be investigated independently, and appropriate action will be taken depending on the severity of the situation. The following is not a finite list but typically will involve the following:

- Depending on the level and duration of the bullying, consequences will escalate in line with the BfL Policy.
- If appropriate, a sanction will be given and entered on the BfL system. These could include restorative approach, detention, internal or external suspensions.
- Other consequences may follow if there is a repeat of the behaviour
- In serious cases, or if there is repetition, then internal or external suspensions (fixed term or permanent) will be considered

- If appropriate, the students will be reconciled by means of a supervised restorative approach
- Bullies may be asked to sign a behaviour contract
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not occur
- If appropriate, parental support will be sought to prevent further incidents
- The bully/bullies will be counselled, if deemed appropriate, to help them avoid repeat behaviour
- Victims will be counselled, if deemed appropriate, to develop strategies to deal with any future attempted bullying

5.1 At RHS, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

6. Engaging with Parents and Carers

6.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

6.2. We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers
- ensure that all parents/carers know who to contact if they are worried about bullying
- ensure all parents/carers know about our complaints procedure and how to use it effectively
- ensure all parents/carers know where to access independent advice about bullying
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ensure that parents work with the school to role model positive behaviour for students, both on and offline

6.3. Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, SSH staff, Heads of Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents on

the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

7. How we monitor the situation

7.1. Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot act if we are not made aware.

7.2. Support during an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and at the end of school. They will be offered to come to the Student Support Hub at such times, to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

8. Prevention:

We will use a range of methods to help prevent bullying. These include but are not limited to

- Discussing issues raised by bullying in PSHE lessons
- Using circle time
- Doing assemblies on the theme of bullying
- Enabling students to feel confident enough to report incidents
- Working with small groups of students to develop social skills to help them read emotion and understand the impact of unkind behaviour

9. Signs and symptoms:

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

- Is frightened of walking to or from school
- Does not want to go on the school / public bus
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Attempts or threatens suicide or runs away
- Self-harms
- Cries themselves to sleep at night or has nightmares
- Says they feel ill in the morning
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged

- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has monies continually "lost"
- Has unexplained cuts or bruises
- Begins excessive spending on lunch (buying lunch for bully/ bullies)
- Becomes aggressive, disruptive or unreasonable
- Bullies other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

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

Appendix 1: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org

- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT







- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

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

 <p>Outsider</p>	<p>The Outsider ignores or doesn't see the bullying and doesn't want to get involved.</p>	 <p>Reinforcer</p>	<p>The Reinforcer supports the bullying, might laugh or encourage what's going on but doesn't do it.</p>
 <p>Target</p>	<p>The Target is the person whom the bullying is aimed at.</p>	 <p>Defender</p>	<p>The Defender stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult at school.</p>
 <p>Ringleader</p>	<p>The Ringleader initiates and leads the bullying.</p>	 <p>Assistant</p>	<p>The Assistant is actively involved in 'doing' the bullying. But does not lead it.</p>

