

# ANTI-BULLYING POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

This Policy has been reviewed and approved by: Nigel McQuoid

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Next review date: September 2018

Reviewed and approved by Johannes Bodenstein and Dene Bright

Review date: September 2019

Reviewed and approved by Johannes Bodenstein and Dene Bright

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Please note: ‘School’ refers to Reach British School; ‘parents’ refers to parents, guardians and carers.

### **The School Ethos**

“At Reach British School we aim to provide a supportive and disciplined environment in which children are encouraged to pursue high academic and personal goals as happy and secure individuals”.

Reach British School seeks to have effective procedures for dealing with bullying and demonstrate that concerns raised by children or parents are taken seriously.

This is a whole-school policy, which includes EYFS through to Year 12.

*This policy should be read in conjunction with the Cyber-Bullying Policy, the Behaviour Policy, the Child Protection Policy and the School Code of Conduct.*

### **Aims**

- To raise awareness amongst pupils that we must respect all people no matter what their beliefs or persuasions are.
- To raise awareness amongst pupils and parents about bullying behaviour and that they should report bullying, including when they find themselves as by-standers.
- To raise awareness about the school's attitude to bullying behaviour via the anti-bullying policy.
- To challenge attitudes about bullying type behaviours and help build an anti-bullying ethos in school.
- To raise awareness that hurtful behaviour in young children can develop into bullying in older children and that psychological damage can even result in suicide.
- To foster a positive caring atmosphere.
- To ensure good supervision in all areas of the school at all times so far as is reasonably practical.
- To raise staff awareness by involving them in training.
- To talk openly about bullying with the children so that they can understand the feelings of someone who is being bullied and learn to deal with bullying.

### **Objectives**

- All staff, parents and pupils have an understanding of what bullying is.
- The senior leadership team, teachers and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents should be assured that they will be supported, and given appropriate counselling, if necessary, when bullying is reported.

**Bullying** is defined as behaviour, which is:

- Being deliberately hurtful to others (physical, mental or through exclusion).
- Repeated over time.
- Difficult for those being bullied to defend themselves against such attacks.
- This includes racist, cultural, sexist and homophobic bullying, bullying on the basis of being lesbian, gay, bisexual or transgender, and cyber- bullying e.g. via mobile phones, text messaging, websites, photographs and e-mail, or disability discrimination.
- Frightening someone into doing something they do not want to do.
- Invading someone's personal space to make him/ her feel uncomfortable or unhappy.
- Taking or damaging someone's property.
- Spreading rumours about someone.
- Bullying is 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 Head Teachers, Staff and Governing Bodies, DfE, October 2014, p. 6)

## **Cyber Bullying**

Cyber bullying is perpetrated via a technological medium, e.g. using social media. It can be an extension of ‘face-to-face’ bullying, with technology providing the bully with another route to harass their target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience, and that it can take place at any time of the day. It takes different forms;

- threats and intimidation
- harassment
- cyber stalking, e.g. repeatedly sending unwanted texts, defamation
- exclusion or peer rejection
- impersonation
- circulation of private information or images.

Research into cyber bullying indicates that it is a feature of many young people’s lives. Cyber bullying can extend into non-school time. We advise parents to contact the police if this is the case. Reach British School should be informed of the details if the incident is likely to have repercussions in school.

Cyber bullying, like all other forms of bullying, should be taken very seriously. It is never acceptable.

\*See RBS Cyber Bullying Policy

## **Responsibilities**

### **(Early Years to Year 3)**

Children are asked to

- Say "don't do that" / "stop" / "leave me alone" if someone does something they don't like.
- Tell an adult, i.e. a teacher, classroom assistant, helper, lunchtime or aftercare supervisor or parent if someone's behaviour is hurtful to them.
- To step in to help children in distress or tell an adult (i.e. not to ignore it).

Parents are asked to

- Tell their child's teacher or member of staff if their children are telling them about hurtful behaviour in school.

Staff will

- If children hurt other children the school, having ascertained the full facts, record the incident and report it to the Head of School.
- Follow the behaviour management and anti-bullying policy
- Ensure that the child that is bullying others makes a meaningful apology, and help children to plan how they can put things right.
- Monitor the child who has been bullying and the bullied child to ensure the problem is solved.

(Year 3 and above)

### The Anti-Bullying Reporting Chain

- The victim should speak to a friend (a student volunteer may act as a mediator giving verbal information), who will then inform the Form Tutor. Alternatively, the Form Tutor may be spoken to directly. All incidences are recorded on Engage for monitoring purposes and to evaluate the effectiveness of the approach adopted, or to enable patterns to be identified. A further copy will be added to the pupil's file. Both the bullied and the bully are spoken to by the appropriate Form Tutor(s) and the Head of School is informed. It should be made clear that the bully's behaviour is unacceptable, and dependent upon the nature of the event, parents may be informed at a very early stage. The victim must be aware that action has been taken against the bully, and they are encouraged to develop strategies if they find themselves in similar situations outside the school. Vigilance is taken by staff members at all times, especially during movements between buildings and during lunch and break times.
- If incidences reoccur the parents will be invited to a meeting with the Head of School and Social Worker to discuss and review the bully's future within the school.
- The Safeguarding officers and Social Worker have received training as to what constitutes a child protection issue, as far as bullying is concerned, i.e. any bullying that puts the child at personal, mental or physical risk.
- The threshold for reporting a bullying issue to external agencies (e.g. police, social care) is known by all staff. This includes all issues where a child is at risk of further bullying, particularly outside the school area, or where the bullying involves a criminal act.
- Records of any incidents of bullying are kept centrally by the school, recorded on Engage, to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. The **number** of incidents are available for parents to be seen.



## **Staff Guidelines**

### **The Bully**

- Make the bully aware that their behaviour is unacceptable and log the incident on Engage (See Level 2 – Behaviour Management Policy).
- Explain clearly and precisely what behaviour is causing distress to the victim.
- Discuss the difference between assertive and aggressive behaviour.
- Make the bully aware of the consequences if bullying continues.
- Discuss ways by which the bully must change their behaviour.
- Monitor the bully’s behaviour over the next few weeks.
- Whatever the cause, bullying is usually a signal that the bully also needs help.

### **Strategies**

- Pupils are encouraged to talk to peers and teachers who can then give feedback. Teachers support in a confidential manner.
- All pupils undergo training into the effects of bullying and its prevention.
- Curriculum areas such as English, Moral Education and My Identity, provide opportunities to explore relationships with bullying as the theme.
- Creating an inclusive environment and a school, which builds on positive self-image and commends good and appropriate behaviour in all areas and ages.
- Ensuring staff are trained on how to watch for signs, react to and deal with instances of bullying or suspected bullying. This needs to include training on the needs of the pupils, including those with special educational needs or disabilities.
- Having comprehensive internet security (Firewall with the appropriate filters).
- Monitoring student online activity in ICT labs, using Impero software.
- Teaching children how to stay safe in the online and real world.
- Senior Management, teachers and pupil groups regularly present ‘Anti-Bullying Assemblies’.

- Our key message will always be prevention, by teaching pupils that everyone in our school has the right to feel safe and happy, and that bullying of any kind will not be tolerated.

### **Exclusion<sup>1</sup>**

Parents may be required, during or at the end of a term, to remove a pupil, without refund of fees, temporarily or permanently from the school if, after consultation with a parent, the Senior Leadership Team (Principal, Vice Principal and Head of School) is of the opinion that the conduct of the pupil has been unsatisfactory.

These sanctions will be imposed in severe or persistent cases of bullying.

## Evaluation and Assessment

By the Principal, Senior Management Team and class teachers. To be read in conjunction with the Behaviour Management policy. Source document: 'Preventing and Tackling bullying, Advice for Head teachers, Staff and Governing Bodies', DfE October 2014.

Useful Publications/ Contacts for Parents:

- The Anti-Bullying Alliance
- Kidscape

Cyber bullying

- ChildNet International ([www.childnet.com](http://www.childnet.com))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)).
- Digizen ([www.digizen.org](http://www.digizen.org))
- UK Council for Child Internet Safety: Advice on Child Internet Safety
- The UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- DfE The use of social media for on-line radicalisation

The Designated Safeguarding Lead and Prevent Strategy Lead in RBS is:

**Dene Bright**

The Deputy Designated Safeguarding Lead in RBS is:

**Johannes Bodenstein**

The person responsible for safeguarding in EYFS in RBS is:

**Lienta Buys**