



ANTI-BULLYING POLICY

The Anti-Bullying Alliance defines bullying as:

The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves or results in an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

It can take many forms but the main types are:

Physical – hitting, kicking, taking another's belongings

Verbal – name calling, insulting, making offensive remarks

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Cyber bullying: *the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.*

- abusive comments – rumours, trolling
- sharing pictures, videos or personal information with intent to cause harm or humiliation
- hacking into some-one's email, phone or online profile
- creating dedicated websites in order to harm, make fun of someone or spread malicious rumours
- blackmailing or pressurising someone to do something they do not want to do

Bullying is not:

One-off incidents: Bullying is usually persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

Who gets bullied?

Bullying can be peer to peer (pupil to pupil, staff to staff, parent to staff, staff to parent or parent to parent), staff to pupil or pupil to staff. People can be targeted for any reason, but bullying is often:

- **Racist:** Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- **Homophobic:** Discrimination based on sexuality and/or gender identity.
- **Sexual:** Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include pressure to send *images of a sexual nature*.
- **Disabilist:** The bullying of people who have special educational needs and disabilities.
- **Based on 'difference':** Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, social behaviour.

Effects of bullying include:

- low self-esteem;
- depression or anxiety;
- socially withdrawn, isolated and lonely;
- lower academic achievements due to avoiding or becoming disengaged with school;
- unable to form trusting, healthy relationships with friends or partners in the future.

IF YOU ARE BEING BULLIED OR ARE A TARGET OF RACISM

- turn your back and walk away, if you can
- tell the perpetrator you don't like it
- ask them to stop
- tell them they will get into trouble if they carry on
- try to get away, and tell a member of the staff immediately
- if you have to, defend yourself - but always explain to a teacher what happened, as soon as you can get away
- never retaliate by attacking the perpetrator later on
- don't let them get away with it! If nothing is done, the perpetrator will only do it again tomorrow, to you or your friends
- tell a member of staff as soon as you can - they will listen to you
- tell your parents and friends what happened

Pupils and parents are encouraged to always tell staff about bullying incidents, whether they have been a target or a bystander.

PARENTS; IF YOU DISCOVER YOUR CHILD IS A BULLY, OR A TARGET OF BULLYING

- keep calm
- find out the facts from your child, such as names, places and times
- ask your child what happened, why it happened, and whether it has happened before
- contact the school and encourage your child to talk to a teacher
- encourage your child not to be aggressive
- encourage your child to have a wide circle of friends
- if the school takes action to deal with the problem, support the school

TEACHERS AND SUPERVISORS: IF YOU SEE OR ARE TOLD ABOUT AN INCIDENT

- take it seriously; what you see may be the tip of the iceberg
- listen carefully to what those involved have to say
- assess the situation
- use the occasion to teach about fairness and justice
- if property has been taken away, return it to its owner
- if a child complains, never just dismiss it
- record the incident on an incident sheet.
- discuss bullying or suspected bullying incidents with other relevant staff e.g. Head
- Teacher, Deputy Head Teacher, safeguarding Officer, line manager
- teach anti-bullying strategies
- if a child seems frightened or hurt, try to find out why
- minimise the opportunity to bully (playtime & lunchtime are the danger times)
- keep parents of those children involved informed
- positively support the target
- point out the impact and hurtfulness of the incident to those involved

GOVERNORS AND SCHOOL LEADERSHIP

- make sure the school has a policy on bullying which is widely known
- make sure strategies for preventing bullying situations from arising are in place
- make sure the systems in place are capable of dealing effectively with bullying
- support exclusion in serious cases

HOW WILL BULLIES AND PERPETRATORS OF RACIST INCIDENTS BE DEALT WITH?

- what they have done will be written down on an incident sheet where appropriate e.g. where a situation is being monitored
- their parents or guardians at home will have to be informed, and may need to come into school to discuss what has happened
- they will be encouraged to apologise to those they have bullied
- they may be banned from certain areas of the school
- they may be excluded from the school entirely
- if appropriate the police or other external agencies may be contacted

Ravenscroft School recognises its responsibility to respond to bullying that happens outside of the school premises: journeys to and from school and cyber bullying. Cyber bullying will be treated in the same way as bullying.

The school ensures that staff, pupils and parents / carers are aware of, and engaged with, the anti-bullying policy and procedures through:

- its website
- anti-bullying week activities
- staff training
- parent workshops
- questionnaires
- leaflets
- signposting to other agencies

Early intervention and preventative measures:

- Home School Agreement
- anti-bullying activities within assemblies and across the curriculum
- school behaviour policy and sanctions
- involvement in external initiatives such as Anti-bullying Week
- on-going school promotion of positive behaviour and peer support
- celebration of diversity
- reward schemes for good behaviour
- annual survey

This policy was agreed on	<u>February 2017</u>
Policy to be reviewed by:	<u>February 2019</u>

The following documents and organisations have been taken into account in the production of this policy:

- Preventing and tackling bullying :Advice for headteachers, staff and governing bodies DfE October 2014
- section 89 & 89(5) of the Education and Inspections Act 2006:
- www.kidscape.org.uk
- <http://www.anti-bullyingalliance.org.uk>

Appendix A

Further information & advice for parents

For advice and guidance on bullying please click on the link below.

- www.kidscape.org.uk
- <http://www.anti-bullyingalliance.org.uk>
- <https://www.childline.org.uk/info-advice/>
- <http://www.bullying.co.uk/advice-for-parents/>
- <http://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>

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