

Promoting Outstanding Achievement for all



THE RUSSETT SCHOOL

ANTI BULLYING POLICY

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This is a *statutory* policy and it will be reviewed/amended Autumn 2019

Document Control

There are one controlled copy of this document:

Copy 1 on Trust Governor

Working in Partnership with



Challenge for Achievement

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This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" and supporting documents:-

- Supporting children and young people who are bullied: advice for schools"
- Cyberbullying: advice for headteachers and school staff"
- Advice for parents and carers on cyberbullying" November 2014 .

It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2016.

We are committed to providing a caring, friendly and safe environment for all of our pupils and students so that they can learn in a safe and secure environment and that Bullying of any kind is unacceptable.

As we are a school for children and young people with special needs, sometimes this involved children displaying challenging behaviour. This is not always directed in a personal way it is normally because the other child or member of staff is within easy reach.

Policy objectives:

This policy outlines what The Russett School will do to prevent and tackle all forms of bullying.

The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where no bullying of adults, children or young people will be tolerated.

Our school community:

- Supports all members of staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere

Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014)

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Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and

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pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

Involvement of pupils

We will:

- Gain children and young people's views on the extent and nature of any bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Involve pupils in anti-bullying/golden rules week in school and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- 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 to raise concerns in an appropriate manner.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

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Links with other school policies and practices

This Policy links with a number of other school policies, practices including:

- Behaviour Support policy
- Complaints policy
- Safeguarding Policy
- Online Safety and Acceptable Use Policies
- Curriculum Policies such as PSHE and computing

Links to legislation

There are a number of 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
- The Computer Misuse Act 1990

For pupils who experience bullying

- They are listened too.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others

Signs and Symptoms

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

- is frightened
- doesn't want to go on the school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant/absence from work
- becomes withdrawn anxious, or lacking in confidence
- starts stammering/toileting issues
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

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- feels ill in the morning
- their progress can be affected
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Our Pupils and Students

Sometimes our pupils/students do not always understand the difference between boisterous play and possible bullying due to the wide nature/needs of our cohort of pupils/students.

Within that consideration all concerns by pupils and/or parents/carers will be investigated and reported.

Procedures

1. Report bullying incidents to a Senior member of staff
2. Incidents/accidents must be recorded
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

We are committed to providing a safe, caring environment for all our pupils and staff and that pupils can learn in a relaxed and secure atmosphere.

Parents, carers and families have an important role to play in helping to deal with bullying. If there are any concerns that any child is being bullied at the school then they should not hesitate to contact the school.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk

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- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 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

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
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

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Equality Statement

On considering this policy there are no significant issues. Equality will always be reviewed as and when necessary or in the light of any changes.

In accordance with its Public Sector Equality Duty, the school has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff or pupils who have a protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, with the meaning of the Equality Act.

The Executive Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.