Anti Bullying Policy

Rainford High School

Responsible for policy	Principal
Scope of the Policy	This policy applies to all of the school community
Last reviewed by trustees	**July 2024**
Next review due	**July 2025**
Summary of key changes	No changes
Committee Responsible	Safeguarding and Inclusions Committee

1. INTRODUCTION

1.1 Everyone has the right to learn and work in an environment free from harassment or discrimination and where they feel safe.

1.2 The governing body recognises that the stresses placed on those that are bullied will have a detrimental effect on them and can have far-reaching effects on their emotional health, well being, attendance, educational successes and subsequent life chances.

1.3 The school aims to work with staff, pupils and parents to create an inclusive school community where bullying is not tolerated. We are a TELLING school as bullying continues when it is not reported or when it is not acted upon. Therefore, Rainford High will as far as practicable endeavour to proactively deal with the effects of bullying.

2. WHO IS COVERED BY THIS POLICY

2.1 This policy has been devised in consultation with Rainford High School Council and with reference to the following documents:

- Preventing and Tackling Bullying 2013
- The Equality Act 2010
- Education and Inspections Act 2006
- United Nations Convention on the Rights of the Child

This policy should be read in conjunction with the schools policies below:

- Behaviour for Learning
- E-Safety
- Single Equality Policy
- Child Protection and Safeguarding Policy
- Child on Child Safeguarding Allegation Policy
- Hate management procedures
- Keeping children safe in education

3. SCHOOL ETHOS AND EXPECTATIONS

Everyone Matters
We expect our community to be kind, polite and respectful

Everyone Helps
We expect our community to make sensible choices

Everyone Succeeds
We expect our community to work hard

4. BULLYING

4.1 What is Bullying?

The anti-bullying alliance define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

A more detail definition is provided by the Department of Education in the 'Preventing and Tackling Bullying 2013 (updated June 2017) document:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case."

Specific types of bullying include: bullying related to race, religion or culture, SEN or disabilites, appearance or health conditions, sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Acts of bullying can include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing graffiti; gossiping; excluding people from groups; and spread hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with the schools behaviour policy. In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction.

Any form of bullying will not be tolerated.

4.2   Possible types of bullying

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

5.   THE LAW

5.1   Rainford High Technology College endeavours to comply with the legal requirements placed on schools and governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that ''encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils'' Education and Inspections Act 2006 , section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

5.2   Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

6.   BULLYING OUTSIDE OF SCHOOL

6.1   "Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

6.2   This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

6.3   School staff can also choose to report bullying to the police or local council."

Quoted from https://www.gov.uk/bullying-at-school/bullying-outside-school

7.   RESPONSIBILITIES FOR ALL STAKE HOLDERS:

7.1   The Responsibilities of Staff Our staff will:

- Develop our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes and PSHE, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the relevant year's Pastoral Leader or Mr Kenyon (school lead on anti-bullying)
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

7.2   The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

7.3   The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their Pastoral Leader or Mr Kenyon (school lead on anti-bullying) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Report any concerns about bullying to their child's Pastoral Leader or Mr Kenyon (school lead on anti-bullying), where the school will then investigate and feedback
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

7.4   The Responsibilities of All

Everyone should:

- • Work together to combat and, hopefully in time, to eradicate bullying
- • Respect and follow our school ethos and expectations

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8. REPORTING AND RECORDING INCIDENTS OF BULLYING

8.1 Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's Pastoral Leader to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures.

8.2 Pupil voice is important at Rainford High and the view that Rainford High is a **TELLING** school is reinforced via assemblies, Anti-Bullying Week, PSHEE and during form time. A log will be maintained of hate incidents and information on incidents of bullying requested by LA supplied as required. This policy will be reviewed annually by a member of the school leadership team. Feedback from pupils will be considered when amending this policy.

9. TACKLING BULLYING

9.1 Rainford High has developed this policy in accordance with the principles set out in the DFE document 'Preventing and Tackling Bullying, Advice for School Leaders, staff and Governing Bodies'. This policy should also be viewed in light of other school policies such as the Behaviour policy. The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

10. STRATEGIES FOR DEALING WITH BULLYING

- • Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- • Investigate all allegations of bullying
- • PSHEE program that discuss' issues such as diversity and anti-bullying messages
- • Calendared anti-bullying week
- • Poster and leaflet campaigns – designed and written by pupils
- • Assemblies both in Year groups and form that promote a sense of community
- • Class discussions and role plays in Drama, English and RE that draw out anti – bullying messages

- Circle time (restorative justice approach)
- Acceptable Internet Use policy is signed by all and e-safety are discussed in ICT lessons
- Ongoing staff induction and CPD training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Home School agreement signed by all pupils and parents
- Anti-bullying Ambassadors
- Promotion of the UN Convention of the Rights of the Child as the school works towards achieving the Rights Respecting School Award.

11.   STRATEGIES FOR DEALING WITH THE BULLY

- Disciplinary sanction imposed either exclusion or period of time in the behavior hub
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with students and involved staff
- Mental health and well-being support offered in school
- Anger management strategies discussed
- Possible referral to the educational psychologist (with parental consent)
- Support from Anti-bullying ambassadors
- School community restore
- Reflect – Resolve – Restore

12.   STRATEGIES TO SUPPORT A VICTIM

- Disciplinary sanctions as appropriate applied to the bully
- Mental health and well-being support offered in school Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview parental support and involvement
- Private notebooks to be given
- Self assertive strategies discussed
- Support form Anti-bullying ambassadors

13.   LGBTQIA+ Bullying

13.1   We will not tolerate any form of bullying of students in our community who are LGBTQIA+. We provide support these students and we will deal with all instances of bullying or use of derogatory language seriously as we understand the impact this can have on their future lives and choices they make around feeling confident to be themselves.

We provide education and support to prevent this bullying through:

1) Annual assemblies from 'over the rainbow' LGBTQIA+ support group

2) Open the door LGBTQIA+ drama production
3) Coverage in the RSE curriculum
4) Coverage in RSE days
5) It is driven through our work on British Values and the school ethos
6) CPD to staff on LGBTQIA+ language and how to consistency challenge staff
7) Assemblies from the equality and diversity officer from St Helens – all perpetrators of such bullying will be required to complete intervention with work this officer where possible.

13.2   We are an inclusive school and under Everyone Matters, Everyone Helps and Everyone Succeeds we will provide full support for LGBTQIA+ members of our community.

13.3   We use the term 'be yourself' for students in the LGBTQIA+ community. If a student has a concern relating to LGBTQIA+ bullying then they can use the regular channels for reporting concerns, such as SHARP or speaking to staff or reporting their concerns by email or any means they feel comfortable with. All concerns will then be dealt with by the pastoral team with oversight from the Vice Principal and Designated Safeguarding Lead.

13.4   When dealing with bullying issues we promote the use of restorative approaches but only if appropriate to do so and the victim feels comfortable to do so.

14.   Hate Bullying

14.1   We will not tolerate any form of hate incidents or bullying. At Rainford Everyone Matters and any incidents relating to any protected characteristics, such as gender, race, sexuality or religion will dealt with promptly with senior staff oversight. We encourage students to report any and all hate concerns and we will work with external agencies such the Police and Children's services, where appropriate, to support us in managing such situations. We are developing Equality societies in our school to support improving our school to prevent such incidents from occurring and also providing a forum to these issues to be discussed. We currently have our LGBTQIA+ and Race societies active in school. We encourage all students to report hate concerns and bullying either by telling or emailing a staff member or by using SHARP system which has the option of making anonymous reports.

15.   Investigating Bullying

15.1   As part of an investigation into bullying staff will attempt to collate any evidence needed to establish what has been happening. As a school, we will then make a judgement on the balance of probabilities what is most likely, on balance, to have happened. We ask that families support us in our decisions so that we can work together to stop and prevent bullying taking place. We understand that a parent/carer may instinctively want to defend their child and not want to accept that they have been involved in bullying behaviours, but we must recognise that young people make mistakes and poor choices and we need to support them by tackling their behaviours so everyone can be safe and happy in school.

16.   CONTIUAL PROFESSIONAL DEVELOPMENT FOR STAFF

- Every year staff are provided safeguarding training
- Staff are completing CPD modules from the anti-bullying alliance
- Staff CPD is provided following trends analysis with bullying
- Anti-bullying CPD is provided to staff
- CPD around LGBTQIA+ bullying and derogatory language and how to challenge this

EXAMPLES OF ADVANCE WEBSITES

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Kidscape: https://www.kidscape.org.uk/

PARTICIPATION AND CONSULTATION PROCESS

The policy will be reviewed by pupils through the school council, staff focus group and through the parent voice groups annually.

The policy is reviewed by the trustees annually.