

Anti-Bullying Policy

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Anti-Bullying Policy

Bullying is defined by the Department for Education as 'behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally' (July 2017). Bullying will not be tolerated under any circumstances. We believe that all students, whatever their race, religion, culture, gender, sexual orientation, physical or intellectual abilities have the right to:

- A safe and secure environment at school and on the way to and from school
- Concentrate on their educational progress without fear of others

Bullying is deliberately hurtful behaviour by an individual or group of students, which inflicts physical, verbal or emotional suffering on another student or group of students. Bullying is any behaviour which involves improper use of power in order to intimidate, threaten, distress or hurt others. Bullying may be an isolated incident or repeated over a period of time. Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, culture, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. At Raynes Park High School we will always seek to confront and challenge any such form of prejudice, so that all members of our school community feel safe and happy to flourish in their learning.

The aim of this policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

Bullying can be:

- Physical: any form of violence pushing, pinching, kicking, hitting or threats
- Low level disruption and the use of offensive language including: name-calling, insults, sarcasm, spreading rumours, persistent teasing
- Emotional: spreading rumours, tormenting, threatening ridicule, inciting others to join in, humiliation, and exclusion from groups or activities
- Cyber: the use of social media platforms to tease, harass, threaten, embarrass or harm other people, in a deliberate/repeated way
- Students must not 'join' groups where the above behaviour takes place and should actively seek to 'leave' conversations where the above behaviour takes place
- Racist: racial taunts, graffiti, gesture
- Extortion: money, gifts, doing homework
- Sexual: unwanted physical contact, abusive comments

Racial, homophobic and other forms of harassment are seen as very serious incidences of bullying and will be treated as such. Such behaviour related to protected characteristics also contravenes the Equality Act 2010.

Out of school incidents:

Parents/carers are encouraged to inform the school of any out of school incidents so that the situation can be monitored. There may also be occasions as specified in the Behaviour Policy when the school does hold jurisdiction despite the incident being out of school times. In these instances any incident will be dealt with in line with this policy and the Behaviour Policy.

If the school feels that an offence may have been committed, the Safer Neighbourhood Team will be informed. This is most likely to occur because of a malicious electronic communication, for example via a social networking site. The wider search powers included in the Education Act 2011 give schools the power to tackle cyber bullying in particular, because teachers can search for and if necessary delete inappropriate images or files on electronic devices.

Roles and responsibilities

All members of Raynes Park High School have a responsibility to recognise bullying and to take action when they are aware that it is happening. The Anti-Bullying Policy applies to all students on site (regardless of term dates or school hours) and to students when they are travelling to or from the school. It also applies when a student is taking part in any school-organised or school-related activity, wearing their school uniform, or in some other way identifiable as a student of the school. Any allegations of bullying will be investigated by the school and action taken as necessary in line with this policy.

Governing Body

- Oversee and review the operation of the Anti-Bullying Policy throughout the school

Headteacher/Senior Leadership Team

- Monitor and evaluate the effects of the Anti-Bullying Policy
- Ensure action is taken to address bullying
- Ensure that all staff are skilled in dealing with bullying
- Ensure assemblies take place to address/highlight the policy

Heads of Year/Form Tutors

- Reinforce the policy and school aims through tutor time / assemblies and RSHE+C
- Investigate / report incidents of bullying and put strategies in place in line with this policy
- Keep a record / log of reported incidents of bullying

All Staff

- Ensure that classrooms have an ethos in which bullying is unacceptable
- Display Anti-Bullying code in all classrooms across the school

- Help students acquire the knowledge, skills and values that contribute to the development of non-bullying behaviour
- Pass documentation of the concerns and action taken to date immediately to Form Tutor / Head of Year
- Communicate with parents and carers

Students

- Report bullying immediately
- Support each other as part of a caring community

Parents and carers should:

- Raise any change in behaviour of their children with the school
- Treat seriously any suggestion by their children that they may be being bullied
- Encourage their son or daughter to talk to a supportive adult they know if they cannot talk to their parents or carers

Signs and symptoms

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. Students may struggle to be separated from their electronic devices, or experience panic or trauma when they are separated from them. There may be evidence of changes in work patterns, lacking concentration or truanting from school. However, there may be no noticeable signs of bullying.

Preventative action from the School

Every member of the school should behave in a considerate way and respect the rights of others. Bullying is addressed within the curriculum to teach students to recognise bullying and to respond to it appropriately.

We also provide the following:

- Form Tutors as a first point of contact for students
- The watchfulness of teachers and other staff inside and outside the classroom
- Regular assemblies to explain bullying and the importance of a 'telling' culture
- The RSHE+C programme which directly addresses bullying issues
- Helping students acquire the knowledge, skills and values that contribute to the development of non-bullying behaviour, specifically the school value of Respect
- Passing documentation of the concerns and action taken to date immediately to the Form Tutor / Head of Year / Designated Safeguarding Lead (when appropriate)
- Communicating with parents and carers; the charities/organisations listed below have links to some successful strategies
- Bullying Advice from Bullying UK – www.bullying.co.uk

- National Bullying Helpline – www.nationalbullyinghelpline.co.uk
- National Society for Prevention of Cruelty to Children – www.nspcc.org.uk
- ChildLine – www.childline.org.uk
- Kidscape – www.kidscape.org.uk
- National Children’s Bureau – www.ncb.org.uk
- [Children’s Legal Centre – www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Preventative action from Students

- In line with school’s values of Respect and Resilience, students should feel confident reporting bullying behaviour to their Form Tutor or Head of Year
- Students are taught through assembly that bullying should be reported and that the reporting of bullying will be treated carefully, skilfully and with total confidence
- Students are aware of the responsibility they bear in being part of an audience, specifically in social media platforms
- Students should be proactive in ensuring they do not:
 - Follow groups on social media associated with the school that contain or promote bullying behaviour
 - Follow groups on social media that contain school images, names or logos relating to the school
 - Remain in groups or chats where bullying behaviour is taking place
 - Invite others into groups or chats where bullying behaviour is taking place

Preventative action from Parents

- Parents should be aware of the guidelines of use for social media platforms for children; information can be found here: [Raynes Park High School - Online Safety](#)
- Parents are responsible for the device used by students and should have an awareness of which apps are being used by their children and how they are being used
- We advise parents to be open with their child about their use of social media so that they can be confident that their child is involved in appropriate conversations and they are not following groups or being an audience to conversations where bullying is taking place

The role of the curriculum

Teaching and learning strategies can be used in a cross curricular way, particularly in the RSHE+C programme to:

- Raise awareness of bullying and harassment
- Increase understanding for victims, and help to build an anti-bullying and anti-violence culture

- Teach students how to handle their relationships with others

Through the curriculum it is possible to explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies, and on bystanders?
- What can we do to stop bullying?

| RSHE+C Topics covered in lessons to Support Anti-Bullying | | | |
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| Year 7 | Healthy Relationships <ul style="list-style-type: none"> ▪ Recognising unhealthy relationships ▪ Healthy friendships ▪ Different types of relationships ▪ Challenging bullying-stereotyping and protected characteristics | Diversity and speaking up <ul style="list-style-type: none"> ▪ Identity and respecting others ▪ Exploring identity and difference ▪ Community at RPHS ▪ Identifying bullying ▪ Embracing difference and making new friends ▪ Protected characteristics | Law and Citizenship <ul style="list-style-type: none"> ▪ Democracy and laws ▪ Rights and Responsibilities |
| Year 8 | Healthy relationships <ul style="list-style-type: none"> ▪ Discrimination and prejudice ▪ Allyship ▪ Racism ▪ Sexism and gender norms ▪ LGBTQIA+ discrimination | Respect and careers <ul style="list-style-type: none"> ▪ Respecting others ▪ How to disagree ▪ How to debate ▪ How to be different ▪ How to speak up ▪ Careers ▪ Learning about careers ▪ Career planning | Online safety <ul style="list-style-type: none"> ▪ Harms of social media |
| Year 9 | Law and Citizenship <ul style="list-style-type: none"> ▪ Courts, laws and the police ▪ The Human Rights Act ▪ Hate Crimes and Discrimination ▪ Knife crime and county lines ▪ Gang affiliation and exploitation ▪ Radicalisation and Extremism | Relationships and speaking up <ul style="list-style-type: none"> ▪ Family types ▪ Friendship conflicts ▪ Domestic abuse ▪ Forced marriage ▪ Managing peer pressure ▪ Break ups | Mental Health <ul style="list-style-type: none"> ▪ Intro to Mental Health ▪ Anxiety and eating disorders ▪ Self-harm ▪ Social anxiety ▪ Grief ▪ Suicide ▪ Online safety and cyberbullying |

| RSHE+C Themes covered in drop down days to Support Anti-Bullying | | | |
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| | Autumn | Spring | Summer |
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| Year 7 | <ul style="list-style-type: none"> ▪ Law and Citizenship ▪ Healthy Relationships: Healthy and unhealthy relationships | <ul style="list-style-type: none"> ▪ Online safety: Illegal behaviour and online bullying | <ul style="list-style-type: none"> ▪ Personal safety and First Aid |
| Year 8 | <ul style="list-style-type: none"> ▪ Healthy relationships: identity ▪ RSE: Sexual exploitation and pressure | <ul style="list-style-type: none"> ▪ Online safety: Harms of Social Media | - |
| Year 9 | <ul style="list-style-type: none"> ▪ Healthy relationships: Domestic abuse and Harassment | <ul style="list-style-type: none"> ▪ Mental health and wellbeing: Grief, self-harm loneliness and suicide prevention | <ul style="list-style-type: none"> ▪ Personal safety: Hate crimes, radicalisation and extremism |
| Year 10 | <ul style="list-style-type: none"> ▪ Citizenship: Healthy Masculinity ▪ Healthy relationships: Drugs and Alcohol | <ul style="list-style-type: none"> ▪ Online safety: Inappropriate content online ▪ Mental health | - |
| Year 11 | <ul style="list-style-type: none"> ▪ Law and Citizenship: EDI ▪ Healthy relationships | - | - |

The following steps should be followed in recording incidents of bullying and also as a means of conveying to everyone how seriously our school regards bullying behaviour.

Action

Stage 1

- Bullying is reported to a member of staff
- The incident is investigated by the Form Tutor/Head of Year and a record kept
- The students involved in the incidents will be asked to record the events in writing
- Appropriate sanctions are put in place in line with the School Behaviour Policy
- Incident is resolved
- The school holds a restorative meeting where possible
- All statements should be placed in the files of all involved
- Staff make a record of the incident and action on CPOMs
- The victim will receive feedback from the school on what action has been taken

Stage 2 (Repeated Bullying)

- Steps taken as above
- If after investigation, the allegation is true, parents of the perpetrator are invited to attend a meeting with the Head of Year and a member of SLT
- Incidents are recorded in accordance with the school's Behaviour Policy
- An apology from the perpetrator is required with an assurance that there will be no repetition
- Both the perpetrator and the victim will meet with the Head of Year
- A sanction in line with School' Behaviour Policy will follow: Internal and possible fixed-term suspension or offsite direction will follow
- Persistent bullying may result in a permanent exclusion from the school by the Headteacher