



Anti-Bullying Policy

2020 - 23

Approved by: The RPHS Governing Body **Date:** June 2020

Last reviewed on: June 2020

Next review due by: June 2023

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 is not acceptable at Raynes Park High School and will not be tolerated under any circumstances. We believe that all students, whatever their race, culture, gender, faith, 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, 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 the internet and related technologies to tease, harass, threaten, embarrass or harm other people, in a deliberate/repeated way
- 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 Schools Officer 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 the 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 issues arising
- 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 form time / assemblies and 'Learning 4 Life'.
- 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 – **see Appendix 1**
- 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. 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

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 'Learning 4 Life' programme which directly addresses bullying issues
- Inclusion Mentors
- Helping students acquire the knowledge, skills and values that contribute to the development of non-bullying behaviour
- 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

The role of the curriculum

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

- Raise awareness of bullying and harassment
- Increase understanding for victims, and help to build an anti-bullying and anti-violence ethos
- Teach pupils 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?

Learning 4 Life Topics Covered to Support Anti-Bullying			
Year 7	Kindness and our thoughts (them and us) <ul style="list-style-type: none"> ▪ The power of our minds ▪ Controlling our thoughts ▪ Self esteem ▪ Esteeming others ▪ Keeping a healthy mind 	Healthy Relationships (part 1) <ul style="list-style-type: none"> ▪ Recognising unhealthy relationships ▪ Love & control ▪ Domestic abuse/violence ▪ Unwanted attention 	Risk of harm (them & us) <ul style="list-style-type: none"> ▪ Physical harm ▪ Psychological harm ▪ Online abuse ▪ How to protect others
Year 8	Respect (them & us) Careers <ul style="list-style-type: none"> ▪ Respecting others ▪ How to disagree ▪ How to debate ▪ How to be different ▪ How to speak up 	Mental Health (part 1) <ul style="list-style-type: none"> ▪ Anxiety ▪ Body image ▪ Resilience ▪ Stress Self-esteem ▪ Self-confidence ▪ Making choices 	Acts of Kindness (them & us) <ul style="list-style-type: none"> ▪ Harmful actions ▪ Cyber bullying ▪ Power of words ▪ Developing empathy ▪ Recovering from harm
Year 9	Mental Health (part 2) <ul style="list-style-type: none"> ▪ Self harm ▪ Social Anxiety ▪ Eating disorders ▪ Grief 	Healthy Relationships (part 2) <ul style="list-style-type: none"> ▪ Family types ▪ Conflict ▪ Domestic abuse 	Relationships & Sex Education (part 2) <ul style="list-style-type: none"> ▪ Consent ▪ FGM ▪ LGBT ▪ Pornography

	<ul style="list-style-type: none"> ▪ Suicide 	<ul style="list-style-type: none"> ▪ Forced marriage ▪ Friendships ▪ Break ups 	
Year 10	<p>Them and Us -Respect</p> <ul style="list-style-type: none"> ▪ Physical harm ▪ Psychological harm ▪ Helping 'them' groups ▪ Harm online ▪ at risk of harm ▪ How can we protect each other in society? 	<p>Resilience</p> <ul style="list-style-type: none"> ▪ Emotional, psychological, and physical resilience ▪ What is my motivation? ▪ Motivating myself 	<p>Wellbeing</p> <ul style="list-style-type: none"> ▪ Mindset training ▪ Positive mind training part 1 ▪ Fixed to growth mind set training part 2
Year 11	<p>Them and us Respect</p> <ul style="list-style-type: none"> ▪ The impact of valuing people ▪ Helping each other to grow ▪ How to deliver feedback sensitively ▪ Is my language respectful ▪ Disagreeing with people and disagreeing with opinions respectfully 	<p>Wellbeing</p> <ul style="list-style-type: none"> ▪ Mental health and stress -how to look out for each other ▪ Leadership and humility ▪ How I react when things go wrong ▪ Continual positive challenge ▪ Positive acts and positive thinking 	<p>Examination support programme</p> <ul style="list-style-type: none"> ▪ Mental health and exam pressure -how to look out for each other and yourself.

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/Inclusion Manager and a record kept
- The bullied student will be asked to record the events in writing
- The bully will also be asked to record the events in writing
- Appropriate sanctions are put in place
- Incident is resolved

- All statements should be placed in the files of all involved

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 Inclusion Manager
- 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 Inclusion Mentor
- A sanction in line with School Policy will follow: Internal and possible external exclusion will follow
- Persistent bullying may result in a permanent exclusion from the school by the Headteacher

Monitoring and review

Staff responsible	DHT: Behaviour Mr L J King	Monitoring & Evaluation by	Headteacher: K Heard
School Group Responsible	Pastoral team	Governors Committee Responsible	Standards & Quality
Date approved by Governors	June 2020	Review Date	June 2023