



RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

ANTI-BULLYING POLICY

Date approved by governors	October 2017
Date of Next Review	October 2018
Status	Procedure

All our policies support our vision and are based on our core virtues

Developing caring, confident and creative students who achieve excellence

- Compassion
- Respect
- Creativity
- Teamwork
- Effort
- Responsibility

Context

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

Bullying behaviour of any kind at Ratton School is unacceptable and will not be tolerated.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. An effective anti-bullying procedure ensures that we:

- Prevent bullying behaviour
- Clarify procedures for dealing with bullying if it occurs
- Build on our school's declared virtues of being sensitive to others and of respecting others
- Build on our school's aim to establish an environment in which students work cooperatively together in order to achieve their best.

This policy applies to the whole school community, students and staff, although examples may refer to students contextually. If a member of staff feels they are experiencing bullying, they should refer to the school grievance policy.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. There is no legal definition of bullying and definitions vary across anti-bullying organisations; however, it's usually defined as behaviour that is:

- Peer on peer
- Differential in status or strength
- Repeated
- Intended to hurt somebody
- Often aimed at certain groups, for example one of the protected characteristics

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Physical pushing, kicking, hitting, punching or any use of violence
 - Racist racial taunts, graffiti, gestures
 - Sexual unwanted physical contact or sexually abusive comments
 - Homophobic because of, or focusing on the issue of sexuality
 - Verbal name-calling, sarcasm, spreading rumours, teasing
 - Cyber All areas of internet, such as email & internet chat room misuse,
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mobile threats by text messaging & calls and misuse of associated technology, i.e. camera & video facilities.

Why is it Important to Respond to Bullying?

Bullying behaviour hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who exhibit bullying behaviour need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying behaviour is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying behaviour, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying behaviour, and what they should do if bullying arises.
- At Ratton School we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying behaviour will not be tolerated.

Signs and Symptoms

A child 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 student:

- is frightened of walking to or from school
 - doesn't want to go on the bus to school
 - begs to be driven to school
 - changes their usual routine
 - is unwilling to go to school (school phobic)
 - begins to truant
 - becomes withdrawn anxious, or lacking in confidence
 - starts stammering
 - attempts or threatens suicide or runs away
 - cries themselves to sleep at night or has nightmares
 - feels ill in the morning
 - begins to do poorly in school work
 - comes home with clothes torn or books damaged
 - has possessions which are damaged or "go missing"
 - asks for money or starts stealing money (to pay bully)
 - has dinner or other monies continually "lost"
 - has unexplained cuts or bruises
 - comes home starving (money/lunch has been stolen)
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- 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.

Status	Statutory
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Purpose

Prevention

We use Kidscape methods for helping children to prevent bullying. As and when appropriate, these may include:

- Promotion of Ratton School values and expectations during our whole school Anti-bullying week
- Ensuring clear and established lines of communication through Keep Kids Safe 'Text 4 Help', Care and Welfare Leaders, tutors and other school staff
- Continued development of Peer Supporters as students who act as:
 - Buddies to Year 7 students
 - Peer Mediators and Supporters of the student body
- Work with our Inclusion and Engagement Mentor on:
 - a) writing a set of school rules
 - b) signing a behaviour contract
 - c) writing stories or poems or drawing pictures about bullying
 - d) reading stories about bullying or having them read to a class or assembly
 - e) making up role-plays (or using KIDSCAPE role-plays)
 - f) having discussions about bullying and why it matters
- Use of 'The Haven' for SEND students at both lunch times
- A student diversity group to celebrate cultural diversity and the student-led Gay-Straight Alliance Plus' projects will challenge homophobic language and attitudes
- The promotion of the British values of tolerance and raising awareness of different cultures through our tutor time values activities, SMSC assembly programme and the PSHE curriculum
- Incorporate safer surfing as part of the ICT curriculum and anti-bullying messages as part of the wider curriculum, including the British values of tolerance and respect
- Development and publication of a whole school equality working policy and equality impact assessments.

Procedures

1. Report any suspected bullying incidents to the student's Care and Welfare Leader or peer supporter, who will pass the incident on to the student's Care and Welfare Leader
2. Bullying incidents will be recorded and logged by Care and Welfare Leaders
3. Bullying incidents will be reported to East Sussex Local Authority
4. Parents will be informed and may be asked to come in to a meeting to discuss the problem
5. If necessary and appropriate, police or other external agencies will be consulted
6. The bullying behaviour or threats of bullying will be investigated thoroughly and steps put in place to stop the bullying quickly
7. An attempt will be made to help the bully (bullies) change their behaviour.

Possible outcomes

- 1) If appropriate, the students will attend a reconciliation meeting to agree that the behaviour must stop and discuss the reasons for it
- 2) Introduction of a circle of friends
- 3) The student who has exhibited bullying behaviour would normally be asked to provide a genuine apology. Other consequences may take place in line with the school discipline policy, including:
 - a. Removal from the group (class or tutor group)
 - b. Withdrawal of break and/or lunch time privileges
 - c. After school detention
 - d. In serious cases, suspension or even exclusion will be considered
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Involving parents

- Parents/carers, as well as all staff and students, should know that the school will not tolerate bullying, and takes a positive, proactive approach to educating students to combat it. Parents will be informed of the policy and procedures.
- Parents of students who are being bullied and parents of the student(s) who has/have exhibited bullying behaviour will be involved in the solution to the problem, as appropriate.

Involving students

- Students will be involved in positive strategies through proactive groups. Students will have an input into the anti-bullying strategy.
- Students must know to whom they should go if they are being bullied or if they are concerned about another child.

Monitoring the effectiveness of our approach

The Head and the Senior Leadership Team will consider reports of bullying to determine the extent and what can be learned from reported incidents and how they were handled with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

Consultation	<ul style="list-style-type: none"> • Student Parliament • Governors • School staff • Parents / Carers
Relationship to other policies	Behaviour Management Equal Opportunities Equality

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Regularly monitor and review the effectiveness of this policy
Headteacher	<p>The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst students.</p> <p>The Head will:</p> <ul style="list-style-type: none"> • ensure that all staff have an opportunity of discussing strategies; and • review them regularly; • determine the strategies and procedures; • discuss development of the strategies with the Senior Management Team; • ensure appropriate training is available; • ensure that the procedures are brought to the attention of all staff, volunteers, parents and students • Report to the governing body
Senior Assistant Headteacher: Inclusion	<ul style="list-style-type: none"> • be responsible for the day-to-day management of the policy and systems; • ensure that there are positive strategies and procedures in place to help both the bullied and bullies; • keep the Head informed of incidents; • refer and liaise with inter agency working groups if necessary; • arrange relevant student training with the Head, determine how best to involve parents in the solution of individual problems;

	<ul style="list-style-type: none"> • Ensure proper record keeping
Care and Welfare Leaders	<ul style="list-style-type: none"> • be responsible for ensuring that the school's positive strategies are put into practice; and • know the school's procedures and policies, dealing with any incidents that are reported • complete the Racist incident and anti-bullying logs where appropriate
Heads of Community	Ensure the efficient and effective operation of this policy for their Learning Community
All Staff	<ul style="list-style-type: none"> • know the name of the Designated Child Protection Teacher • be responsible for liaising with Care and Welfare Leaders over all incidents involving students in their class or tutor group; • be involved in any agreed strategy to achieve a solution • teach an anti-bullying message in the curriculum taught • know and follow all relevant policies and procedures; • be observant and talk to students; • deal with incidents according to the policy; • never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity; • take action to reduce the risk of bullying at all times and in places where is most likely
Students	<ul style="list-style-type: none"> • Report any bullying they experience • Report any bullying they see • Talk to an appropriate member of staff or student body
Student body with a supporting role (peer supporters/mediators and buddies)	<ul style="list-style-type: none"> • Make yourself known and available to the student body • Listen to the concerns of students who may be victims of bullying • Pass on information to Care & Welfare Leaders
Parents/Carers	Report bullying concerns initially to their child's Form Tutor, Learning Leader or Care & Welfare Leader

Relevant Legislation and Welfare

The Education and Inspections Act 2006 (sec 89)

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the

school's behaviour policy which must be communicated to all students, school staff and parents

- Gives head teachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty. It covers age, disability, gender reassignment, marriage or civil partnership (in employment), pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims and requires public bodies to have due regard to the need to:

- 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
- foster good relations between people who share a protected characteristic and people who do not share it

Schools are required to comply with the new Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for students, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

Children Act 2004

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where child protection is not considered to be an issue, the child may need safeguarding and schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour, or communications, could be a criminal offence, including incidents of cyberbullying. The Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003, Public Order Act 1986 and Serious Crime Act 2015 are all part of a legal framework that provides protection against bullying behaviours.

Government Welfare

Preventing bullying

Department for Education 2013 -

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The most recent DfE guidance for schools on preventing bullying

Associated resources

Kidscape - <https://www.kidscape.org.uk/>

An organisation that provides children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives.

Childline - <https://www.childline.org.uk> 0800 1111

Online, on the phone, anytime

Anti-bullying Alliance (ABA) - <https://www.anti-bullyingalliance.org.uk/>

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap - <https://www.mencap.org.uk/>

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall - www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) - www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives Welfare, contact details and a free phone helpline.

School's Out - www.schools-out.org.uk

An organisation that aims to provide a support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education and campaign on lesbian, gay, bisexual and trans issues as they affect education.

Childnet International - www.childnet-int.org

The UK's safer internet centre

ANNEXES

Cyberbullying and E-safety

The continual rapid development of and widespread access to technology has provided a new medium for bullying behaviour which can occur at any time. This is a different form of bullying with a potentially bigger audience and greater ability for anonymity. It is important that young people are taught how to keep themselves safe on line and to consider their own behaviour towards each other.

What is it?

“Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.”

(Report to the Anti-Bullying Alliance by Goldsmiths College, University of London)

Types of Cyber Bullying

There are 7 identified categories of cyber bullying, although new technologies such as augmented and virtual realities could cause these to increase:

- Text messaging bullying
- Picture/video clip bullying via mobile phone, including the passing on of indecent images
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Combating cyber bullying

- Protection from Harassment Act 1997
- Malicious Communications 1988
- Telecommunications Act 1984
- Communications Act 2003
- Serious Crime Act 2015

No pupil mobile phones are allowed in the school buildings (unless at the discretion of the class teacher). However we recognise that many students use mobile phones outside school and to that end:

- has focused on cyberbullying as part of its Anti-Bullying week
- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- victims should keep emails and text as evidence for tracing and possible police action.
- has a code of conduct, as well as an e-safety and social media policy, which clearly states how the internet and access is screened by a variety of blocks which are updated regularly.
- adopts safe practices for internet and mobile device use

Ratton School believes that parental support and understanding in safe use of the internet is an essential component in managing cyberbullying. The use of the web is an essential part of modern life and the young are pioneers. They use the web in a very different way.

They upload → we download
They create → we consume
They use converged media → we use separate media
They are truly interactive → we are static

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their students for safe use on the internet, and the parents'/carers' in understanding that they need to monitor and manage their children's use of the internet.

Bullying of Specific Groups

Ratton School needs to respond to the needs of a diverse community and make explicit reference within anti-bullying policies to bullying that arises as a reflection of negative attitudes towards particular groups, all of whom have a right to feel safe within their school environment.

Ratton School believes that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents. Where appropriate, Ratton School will work with external agencies, such as the police to make PREVENT referrals where extremist thoughts or behaviours are evident.

Bullying, Child Protection and Children Looked After

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

It is vital that all staff within the school (including non-teaching staff, such as TAs, Cover Supervisors and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. This group of children includes virtually all children who are 'Children Looked After' in East Sussex.

Ratton School identifies the importance of Children Looked After being encouraged to report all concerns regarding bullying. It states that early signs of bullying should be identified and dealt with, and it recognises that children need to be supported to develop social skills that reduce vulnerability.

There are processes in place to assist schools alongside others to meet these requirements:

- Ratton School has a named Designated Teacher to promote the well-being and achievement of Looked After Children. It is vital that staff within a school know the name of this person, and report any concerns of bullying. The Designated Teacher is likely to need to liaise with others involved in the care of the child, and seek to promote a change.
- All Children Looked After should have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Looked After Child who is experiencing bullying.
- Children Looked After are the subject of statutory reviews at regular intervals. (Social Services led). Children/young people are asked to complete a Viewpoint¹ questionnaire, which specifically asks questions about their care and school experiences, including bullying. The school, in liaison with the parent, foster carer, social worker and the child/young person should pursue any concerns raised during this meeting.

Racist Bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. Racist bullying will not be tolerated at Ratton School. Schools are required to actively promote race equality and to record and report racial incidents. Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

Bullying of Children from Faith Communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic Bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. There is an audit system set up at Ratton School to record homophobic bullying incidents.

Gender Bullying (Sexual Harassment)

Sexual harassment or bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

¹ Viewpoint software enables Looked After Children to express their views

Bullying Due to Ability, Disability or SEN

Students at Ratton School may not be able to explain experiences as well as other young people. However, they are at greater risk of being bullied. Young people with behavioural problems may become ‘provocative victims’. This behaviour may need to be addressed as a behaviour target on a child’s PEP or School Based Plan. There is also increasing evidence that young people of high academic ability and those who work hard at school may be targeted.

Young carers

Young Carers may be vulnerable to bullying because their caring responsibilities can isolate them from their peers, they may be more mature for their years and therefore have difficulties “fitting in” with other young people or because of the stigma surrounding the health conditions, disabilities or addictions of the person for whom they care. Individual young carers may as a result experience low self-esteem which may increase their vulnerability to bullying. It is important to remember that young carers may hide their caring responsibilities for many reasons and this increases the likelihood of them suffering from the negative aspects of caring. Young carers will benefit from inclusive and sensitive anti-bullying approaches that foster an ethos of equality regarding issues of disability, include sharing information about the role of young carers with the whole school community and ensuring there is an identified staff member to whom young carers can talk and that this role is well published and respected throughout the school.

HELP ORGANISATIONS:

Childline	0800 1111
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk