



# Ruishton Church of England School

“For I know the plans I have for you...plans to give you hope and a future.” Jeremiah 29:11

## Antibullying Policy

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## Roles and Responsibilities

The Head teacher has overall responsibility for the policy and its implementation and liaising with the school's senior leadership team, governing body, parents/carers, LA and outside agencies.

The Headteacher and Phase Leads are responsible for overseeing Behaviour Management (which incorporates Anti Bullying).

The responsibilities include:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Managing bullying incidents;
- Managing the reporting and recording of bullying incidents;
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Safeguarding (which incorporates Behaviour Management and Anti Bullying) is: - Jasmine Riches.

## Definition of Bullying

***“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.”***

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required. Bullying can include:

- name calling;
- taunting;
- mocking;
- making offensive comments;
- physical assault;
- taking or damaging belongings;
- cyber bullying - inappropriate text messaging and e mailing;
- sending offensive or degrading images by phone or via the internet;
- producing offensive graffiti;
- gossiping and spreading hurtful and untruthful rumours;
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## Why are Children and Young People Bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture;
- bullying related to appearance or health;
- bullying of young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately. Bullying can take place between:

- young people;
- young people and staff;
- between staff;
- individuals or groups.

## Homophobic Bullying and Using Homophobic Language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

## Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

## Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we offer support and guidance to parents and their children who experience online bullying and treat Cyberbullying the same way as any other forms of bullying.

# Reporting and Responding

## Children

Children are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family. This ethos is promoted through Jigsaw PSHE. Even if the victim does not tell a teacher, any bystander should know that it's their responsibility to inform a member of staff. Members of the school Ethos team should be aware that they may be approached with reports of bullying behaviour and that they should pass these directly to a member of staff.

## Staff

All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher and then referred to a member of the Senior Leadership Team, usually the key stage phase leads. Any incidents of suspected bullying must be recorded on CPOMS, alerting the Headteacher (DSL).

Staff will share any concerns about bullying in daily briefings so that all members of staff are aware of any issues and can then monitor. Lunchtime supervisors report to class teachers and a member of the Senior Leadership Team where there are any concerns about children's behaviour.

## Parents

Parents are encouraged to share any concerns with any member of staff. In the first instance, they should report it to the class teacher. If they continue to have unresolved concerns they should report this to a member of the senior leadership team.

## Procedures

All children are continually reminded to report bullying incidents to staff. When bullying has been reported, the bullying behaviour or threats of bullying must be investigated immediately with all parties interviewed. Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'. It must be made clear to the perpetrator that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence. Consequences for acts of bullying will be applied in line with our Behaviour Management Policy. The seriousness and impact of the bullying will be considered before deciding on the level of consequence.

Children that have bullied are supported to modify their behaviour – this may be through structured lunchtimes and break times and the involvement of parents to reinforce the unacceptable nature of bullying. This will be decided upon by a member of the SLT. Other consequences may take place such as loss of 'privileges' in school, temporary exclusion or internal exclusion may be considered if appropriate.

After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The victim will be checked on a regular basis by their class teacher. If appropriate, other agencies will be asked to become involved. Parents / carers of both victim and perpetrator must be kept informed throughout the process. The school's complaint policy will be readily available from the website and office for parents who are not satisfied with the schools actions.

## Restorative Justice

Where appropriate the school will use this approach to resolve incidents of bullying. This gives victims the chance to meet or communicate with their offender to explain the real impact of the crime – it empowers victims by giving them a voice. It also holds offenders to account for what they have done and helps them to take responsibility and make amends. This approach will be used in consultation with the victim and the parents of both parties.

## Supporting the Perpetrator

Whilst much of the focus of anti-bullying work is rightly on the victim and preventing bullying before it occurs with whole school interventions, there is also a need to focus particular attention on a child perpetrating bullying behaviour when that behaviour occurs. Doing so can help prevent the child bullying from using hurtful behaviour towards others in the future, can avoid the expense and human cost of exclusion and the potential negative outcomes that are associated with bullying behaviour such as future criminal behaviour.

In many cases, the families of children who bully want and need help to turn their child's behaviour around. Particular support and interventions must therefore be designed to ensure that families can access the information and support that can help them to work with their child's school and change their child's behaviour.

Support now, can help prevent problems in the future. With the support of a dedicated parent support worker they can turn their child's life around and divert children away from a certain path to permanent exclusion. Other support services such as peer-to-peer support or formal parenting course may be sign posted.

## Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be logged on CPOMS. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in morning briefings and will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

## Evaluation

Evaluation and review ensures that the policy remains responsive to changing need while continuing to protect our children from bullying. The information collected from monitoring and from any feedback about the policy in practice provided by staff, families, pupils and Governors is used to review and update the school's anti-bullying approach. The policy will be re-affirmed each year following staff discussions and relevant comments from other interested parties. As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

### Children

- Take ownership of the formation of class charter at the start of each year
- Have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour
- The school has a clear behaviour policy with expectations that are clear and straightforward and focus on positive attitudes
- The school takes a pro-active stance towards challenging behaviour at lunchtime; we also aim to keep all children engaged and active at lunchtimes to avoid unwanted behaviour
- Children are encouraged to help perpetrators and victims reflect upon their actions
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying
- The role of School Ethos team is high profile throughout the school. Each class has two members;
- Jigsaw PSHE materials that focus on bullying

## Staff

- Through regular reflection and discussion at staff briefing, training and workshops

## Morning Briefings

There is a daily staff briefing and weekly support staff briefing, in which staff can share any concerns about any individual or group of children. This allows all staff to monitor the named children.

## Useful Organisations

- Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)  
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 – [www.mencap.org](http://www.mencap.org)  
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](http://www.stonewall.org.uk) The lesbian, gay and bisexual charity Educational Action Challenging Homophobia.
- (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)  
A charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
- School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Beatbullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)  
The leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
- Childnet International – [www.childnet-int.org](http://www.childnet-int.org)  
The UK's safer internet centre  
Child line – 0800 1111 – a free service dedicated to children (calls will not show up on bills)