



Richmond School Anti Bullying Policy

1. Statement of the School Ethos

- 1.1 This School believes that everybody should be appreciated and valued for who and what they are. (See Code of Conduct) The school believes that any form of bullying is always unacceptable and that claims of bullying will be always taken seriously and acted upon. This policy is also a statutory requirement of the Education and Inspections Act 2006.

2. What is Bullying

- 2.1 Bullying can take many forms. It can be physical, mental, verbal and can be done by an individual or a group.
- 2.2 Anyone can be a bully and anybody can be bullied.
- 2.3 Bullying can take place anywhere, from buses to the school grounds and at anytime. Mobile 'phones and the Internet can be used to bully.

3. Definition of Bullying

- 3.1 Any behaviour that makes you feel threatened, uneasy, or unhappy is bullying. There are four main features of bullying that are always present:
- There is deliberate aggression
 - There is an unequal balance of power (the recipient feels they cannot defend themselves)
 - The aggression results in pain or distress
 - It is repeated over a period of time
- 3.2 Bullying is not:
- Teasing and banter between friends without intention to cause hurt
 - Falling out between friends after a quarrel or disagreement
 - Behaviour that all parties have initially consented to and enjoy.

3.3 Types of Bullying:

Direct

- Physical – attack, hitting, kicking, pinching, pushing/shoving/barging, taking possessions etc.
- Verbal – name calling, teasing, threats, spreading rumours, stories etc.
- Non verbal – ignoring or leaving out, offensive gestures, facial expressions etc.

Indirect

- Cyber bullying- texts, picture/video clips, phone call, e mail, instant messaging, chat rooms, social networking sites, etc.

Prejudice or Identity driven bullying or harassment.

- Disability/ Special Educational Needs
- Gender – sexist, sexual and Transgender
- Race, religion and culture
- Sexual orientation
- Socio economic background

4. What Bullying can do?

4.1 Bullying can make people:

- Feel frightened to walk to or from school
- Unwilling to come to school
- Perform poorly in class
- Become withdrawn, start stammering, stop eating
- Become easily distressed and cry
- Have nightmares, lose sleep, become disruptive or aggressive.

5. Who might see bullying take place in School?

5.1 Everybody involved with the school might see bullying take place. Students, bus drivers, lunchtime supervisors, teachers, teaching assistants, Pastoral Managers, support staff and prefects all have a part to play in preventing bullying behaviour and making Richmond School a **safe** and **secure** environment for everyone.

5.2 It is important that incidents are dealt with either immediately or at the earliest opportunity. All incidents should be recorded and those involved helped.

6. Strategies to Prevent Bullying

- 6.1 This school will strive to deliver high quality teaching/learning with clear focus on positive relationships. Other strategies include:
- Whole school awareness, raising awareness with assemblies, displays, tutor activities, anti- bullying week.
 - Student councils
 - Life skills and citizenship
 - Peer mentoring, listeners and buddying.
- 6.2 Strategies also include the use of restorative practice, which is a focus of whole staff training.

7. Response to Bullying

- 7.1 Cases of bullying will not be ignored and will be dealt with quickly. The recipient will be treated sympathetically and the situation will be considered constructively. (It is important that the recipient is helped to recover from the situation and their needs are a priority.) We favour an approach by which the bully and by-standers will be involved in finding positive solutions to the recipient's unhappiness. The strategies are reviewed after an agreed time period. If the bully has made no attempt to modify his/her behaviour, s/he will receive one-to-one counselling and parents of both parties should be informed. For students, if constructive punishments, such as performing useful tasks around the school are inappropriate, then sanctions outlined in our Behaviour Policy including exclusion are possible courses of action.

Instances of bullying are recorded so that data about bullying can be analysed and consequently inform revisions to this policy and the way the school responds to bullying behaviour.

(We all have a duty to stand by someone who has been or is being bullied. This support is expected at Richmond School and sends the clear message that anything else is unacceptable.)

7.2 What to do if you are bullied and who to turn to

- 7.3 If you are bullied, you can talk to a friend, a member of your family, a teacher, a Pastoral Manager or someone else whom you trust. You could also telephone a counselling service such as CHILDLINE Call 0800 1111.
- 7.4 Your Tutor, pastoral manager and Head of Year will always listen to students who feel they have been treated unfairly by other students or adults.
- 7.5 Student mentors are available to listen to students who seek support and a sympathetic 'ear' from among their peers. Our student mentors are trained volunteers who are committed to ensuring Richmond School is a safe environment.

7.6 Further help and advice is available in the anti-bullying area on FRONTER.

8. What you can do to help

8.1 Adults

- Remove them from immediate danger
- Listen to them and refer to Pastoral Manager or appropriate designated person
- Find out what has happened and agree a strategy to find positive solutions

8.2 Peers

- Tell an adult or older student
- Tell the bully to stop if it is safe to do so
- Encourage the bullied person to seek help
- Walk away with the bullied person and encourage them not to react. Reaction is vital to the bully- **it is pointless without a reaction.**

9. Training implications for staff

9.1 In service training is offered and provided to all staff to assist them in dealing with incidents of bullying, and to reassure them of back-up and support when helping students to deal with bullies.

9.2 Your Pastoral Manager, tutor, teachers and other staff students will come into contact with will have annual updates on training including Restorative Practice.

10. Cyber Bullying

10.1 This section refers to the misuse of technology which results in you feeling threatened, uneasy or unhappy. Mobile phone texting and internet chat rooms are two particular areas that can be misused in this way. This often happens at home.

10.2 If you are bullied in this way follow the guidelines below:

- Never reply to an unwelcome text or 'chat room' message
- Do not delete the message; if possible, print out.
- Inform an adult at home.
- If the messages continue the adult can contact the 'chat room' provider and report the messages.
- Consider involving the police

10.3 Tutors, Heads of Year and Pastoral Managers will also be available if you wish to speak to them. This is particularly important if it is affecting your school life.

10.4 Further guidance on cyber bullying can be found in Dr Tanya Brydon's independent review of the risks children face from the internet and video games. The government have accepted all of Dr Brydon's recommendations. A copy of this publication can be seen online via www.teachernet.gov.uk.

10.5 Further advice and detail on how to deal with cyber bullying can be found on the website www.anti-bullyingalliance.org.uk. The Department for Children Schools and Families (DCSF) has produced comprehensive advice on Cyberbullying. This can be found on www.digizen.org/cyberbullying.

10.6 The school also has an Acceptable Use Policy and Esafety Policy for as guidance for both staff and students.

11. Who developed the policy?

11.1 This policy was initially started and developed by a group of students in years 7 to 13 and Richmond School staff including an Assistant Head teacher. This policy also had contributions from senior staff, lunchtime supervisors, North Yorkshire County Council representatives and a school governor.

12. Review and Promotion of the policy

12.1 This policy will be updated annually and student councils will be asked to discuss ideas and to monitor the policy.

13. Guidelines for Staff

13.1 Child Abuse - If you discover or suspect that a child is being abused at home or at school, follow the Child Protection Procedures.

13.2 Procedures for recording and reporting bullying incidents are attached at the end of this policy.

14. Roles and Responsibilities

14.1 Governors

The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying

14.2 Headteacher and College Senior Management Team

The Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:

- *“determining measures on the behaviour and discipline that form the school’s behaviour policy ---”*
- *“--- encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”*

It will become a statutory responsibility for schools to record all bullying incidents.

The Headteacher will ensure that:

- bullying behaviour is addressed in the school’s behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

14.3 Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children’s sense of personal safety and well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.

- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken

14.4 Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- keep informed about and fully involved in any aspect of their child's behaviour.
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent / carer has concerns relating to bullying they should report them to the Pastoral Manager for that year group.

14.5 Students

Without the support of our students we will not be able to prevent bullying. That is why our students will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our students to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our students to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that student:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Students must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Review: June 2012

Procedures for Dealing with Bullying Incidents in Richmond School



Concern about bullying behaviour witnessed or reported to a member of staff

Low Level

Step 1

Member of staff talks with those involved and decides no further action is required: reinforces with all involved school's stance with regard to bullying.

Step 2

Student who has been the 'recipient' is asked to report any subsequent unpleasant behaviour immediately to a member of staff and parent/carer.

Step 3

Member of staff decides to inform other members of staff to keep 'eyes' and 'ears' open.

Medium Level

Step 1

Member of staff decides that the behaviour needs further investigation and either takes on the case or formally reports the details of the incident to the appropriate member of staff- usually the Pastoral Manager.

Step 2

Behaviour investigated to assess nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked: parents informed, involved as appropriate and provided with regular feedback.

Step 3

Assessment completed, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved.

Step 4

Review of effectiveness of action taken within appropriate timescale.

High Level

Step 1

Member of staff decides the behaviour is potentially so serious that it has to be referred to Assistant Headteacher for Behaviour, and if appropriate the Child Protection Designated Person.

Senior member of staff informs parents immediately and meeting arranged as soon as possible (unless such action could put a child at risk)

Step 3

Appropriate senior member of staff instigates immediately an investigation and decides whether the case needs to be referred to an external agency, for example Child Protection and/or Police: where external agencies involved further school action needs to be agreed with involved agencies.

Step 4

Assessment completed, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved: severity of behaviour determines appropriate sanction: decision made about involvement of appropriate specialist external support agencies.

Step 5

Review of effectiveness of action taken within appropriate timescale.

Note...this is not applicable to a one off incident.

Bullying Incident Report – Return to Steve Speakman



Briefly describe the nature of the bullying:

(Attach student or staff write up as appropriate)

Recipient(s)

Student(s) who bullied.....

What level is this incident at? L 1 L 2 L 3

(Please follow procedures on the back of this sheet.)

Have you entered a log on Sims? Yes No

(This is essential at some stage of the process)

The following needs to be done in all cases:

1. Describe the level of concern (seek help if unsure) and follow guidelines
2. The recipient's version of events needs noting and attaching
3. The student(s) who bully need to have statements taken and attached
4. Any bystanders who are witnesses need to have statements taken and attached
5. Sims behaviour log completed
