Ravensbury Community School

Anti-Bullying Policy

KEY PRINCIPLE
We believe that in order for children to fully engage in their learning, they need to feel safe and secure in school

KEY PRINCIPLE
We believe in taking preventative measures to combat all forms of bullying

KEY PRINCIPLE
We believe that all stakeholders have a responsibility in providing a friendly, safe and secure environment.

KEY PRINCIPLE
We foster high expectations of behaviour and will consistently challenge any behaviour that falls below this.

KEY PRINCIPLE
We actively promote positive interpersonal relations between all members of the school community.

KEY PRINCIPLE
We are committed to providing emotional well-being for our whole school community including all parents and staff
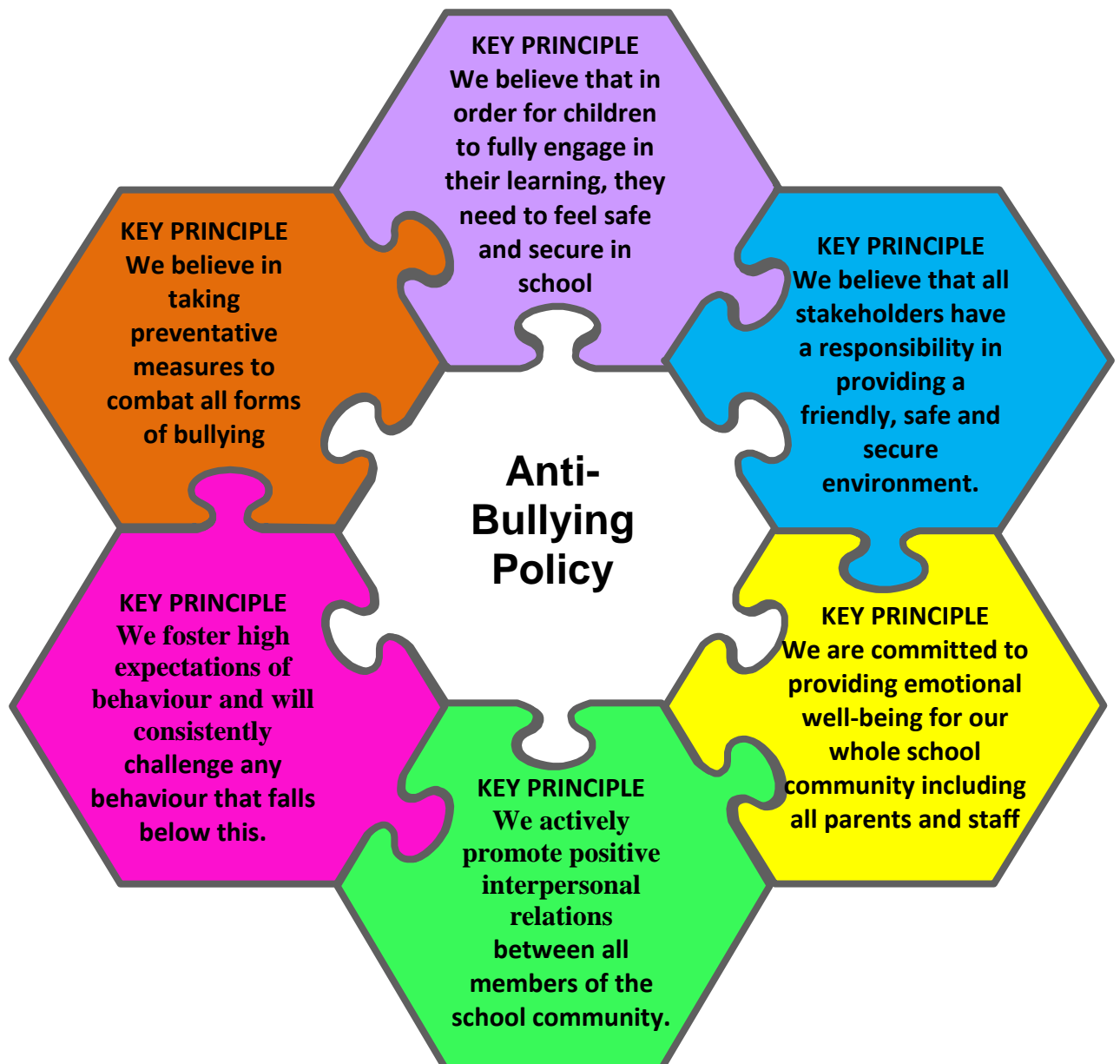
Anti Bullying Policy
'We are a listening and telling school'

We believe that all stakeholders have a responsibility to create a friendly, secure and safe environment. All incidents of bullying will be dealt with by the Headteacher or Deputy Headteacher.

Rationale
At Ravensbury Community School we are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn in a relaxed and secure atmosphere. As a school we take bullying and its impact seriously. We are completely opposed to bullying and will not tolerate it. Pupils and parents should be assured that known incidents of bullying will be responded to. If bullying does occur, all pupils 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.

Values and Ethos
In our school we believe that
- Bullying is unacceptable
- That positive, respectful relationships between adults and children within the is essential
- All adults in school have a vital role as adult role-models and should demonstrate a commitment that bullying and the abuse of power are unacceptable
- Good behaviour management and a positive learning environment will help to reduce the incidence of bullying
- Particular children may be more vulnerable to experiencing bullying
- Anti bullying strategies are closely linked to policies on behaviour, well-being and acceptable use of the internet.

Definition
Bullying is an act of aggression by an individual or group which causes embarrassment, pain or discomfort to another individual or group either physically or emotionally. It is usually repeated over time, it can be planned and organised, or it may unintentional.

Bullying is usually part of a pattern of behaviour rather than an isolated incident. Bullying hurts. No one deserves to be a victim of bullying.
Everybody has the right to be treated with respect.

Bullying is not falling out with friends, choosing not to play with someone, disliking someone, one off aggressive behaviour such as a fight between children who disagree, accidental physical contact, or the normal rough and tumble of playground life.

Bullying can take many forms including:

- **Emotional;** being unfriendly, excluding, tormenting, threatening behaviour
- **Verbal;** name calling, sarcasm, spreading rumours about another pupil or his/her family, insulting, teasing, making homophobic, racist, stereotypical or sexist remarks
- **Physical;** pushing, kicking, hitting, punching, taking belongings, unwanted physical contact or any use of violence
- **Cyber;** misusing technology to hurt or humiliate another person. All areas of internet, email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities including those on mobile phones.
- **Indirect;** spreading nasty stories about someone, exclusion from social groups, interfering with another pupil's property, by stealing, hiding or damaging it, ridiculing another pupil's appearance, way of speaking or personal mannerisms or belittling another pupil's abilities and achievements.

Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This will happen through:

- Raising awareness of, and defining bullying as well as gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE+C and opportunities within other curriculum areas
- Development of a consistent response to any bullying incidents that may occur
- Provision of support for all members of the school community who may be involved in a bullying situation
- Developing and supporting home, school and community partnerships.

Signs and Symptoms for Parents and Staff

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 child:

- is frightened of walking to or from 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 to self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- 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 and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

The Responsibilities of Staff

Our staff will:
- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Headteacher or Deputy Headteacher
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Keep a written record of any reported instances of bullying

The Responsibilities of Pupils

We expect our pupils :
- Not to become involved in any kind of bullying
- To intervene to protect any pupil who is being bullied, unless it is unsafe to do so.
- Report any witnessed or suspected instances of bullying to a member of staff
  Anyone who becomes the target of bullies should:
- Have the courage to speak out

The Responsibilities of Parents

We ask our parents to support their children and the school by:
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff they trust
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their child is accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All
Everyone should:
Work together to combat and eradicate bullying.

Links with other school policies
This policy should be read in conjunction with the Emotional Well-being Policy, Child Protection Policy; Behaviour Policy; Acceptable Use of the Internet Policy.

Strategies for the Prevention and Reduction of Bullying
We will promote behaviour to prevent and reduce bullying through:
- Creating a culture in school whereby bullying will not be tolerated by staff or pupils.
- Creating a culture in school where the use of derogatory or homophobic language is not acceptable.
- Discussing bullying with pupils to raise awareness.
- Reinforcing positive behaviour which creates an environment where pupils are expected to take responsibility for each other's social wellbeing.
- The taught curriculum
- Being a listening and 'telling' school
- Co-operative group work
- Peer support
- Mediation by adults and peers
- A well designed, planned and resourced outdoor environment
- Whole school activities
- The use of outside agencies

Procedures for Reporting and Responding to Bullying
- Complete records of all incidents
- Share the recording process and details with the child/ren
- Communicate regularly with parents
- Intervene whilst allowing the opportunity for follow up evaluation of support and if necessary provide a further course of action
- Monitor incidents regularly

Procedure for dealing with allegations of bullying

Person/child reports incident to an adult.

Adult gets an overview of the incident and asks the questions:
- Has this happened before?
- Do you feel it was on purpose?
- Do you think other people are involved or know about it?

If the answer to any of these questions is 'Yes' then continue, following the yes route.

If the answer to any of these questions is 'No' then continue following the no route.

NO →

It is unlikely to be bullying.
Adult deals with the situation and decides on the course of action.
- Have children fallen out/friendships
- Offer mediation
- No further action needed

YES ↓

It could be bullying
- We Care Meeting between a trusted adult and the child.
- Look at the "What is Bullying" cards together and ascertain it is bullying and what type of bullying has taken place.

→ **Incident is not considered to be bullying.**
No further action is needed
Record incident on Bullying incident form.

During the meeting the adult fills in Bullying Incident Form Part 1 (Appendix 1)
Completed from is given to the pastoral lead and Headteacher.

Pastoral lead and/or Headteacher will instigate action.
Both victim and bully will be supported and necessary actions taken. Lead to fill in Bullying Incident Form Part 2 (appendix 2)
Timescales for follow up meeting agreed.

→ All incidents of bullying will be logged by the pastoral lead and presented to Governors.

→ Class teacher will be informed of actions

→ Parents will be kept informed of actions

→ Both victim and bully will be monitored by all adults in school.

Follow up meeting with adults and young person. At meeting fill in review sheet and child/parent/carer completes "Tell us what you think" form.
Discuss if
a) outcome is satisfactory
b) further action needed

→ Instigate additional action if needed

Monitoring and Evaluation

The effectiveness of the Anti-Bullying Policy is monitored through:

- Monitoring of incidents and individuals by teachers and phase leaders.
- Serious incidents to be reported to the headteacher or deputy head.
- Early identification of pupils being bullied or bullying indicating that staff are looking for the signs set out in this policy.

RAVENSBURY COMMUNITY SCHOOL
Bullying Incident Form (Part 1)

Name of person reporting incident:	**Class:**
Date of incident:	

Pupil(s) involved:	**Class:**

(mark with an * the originator of the incident)

Brief Overview of the Incident: Including where the incident took place and who incident was reported to.

What is the nature of the bullying?

Name calling ☐   Demand/taking money ☐   Demanding equipment ☐

Teasing ☐   Issuing verbal threats ☐   Non-verbal threat ☐

Isolating ☐   Physical violence ☐   Other ☐

Action taken

We Care Meeting ☐   Monitoring by adults ☐   Discussion ☐

Brief details of other action taken

Date of following up meeting:

Signed: **Date:**

RAVENSBURY COMMUNITY SCHOOL
Bullying Incident Form (Part 2)

Pupil(s) involved:	Class:

Actions to support the victim

Actions to support the perpetrator

Outcomes of follow up meeting

Signed:	Date: