

The Rydal Academy

Anti-Bullying Policy

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Committee : Local Governing Body

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Definition

The anti-bullying alliance defines bullying as - 'The **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'

When tackling any form of bullying The Equality Act 2010 may need to be taken into consideration.

Discrimination - The Equality Act 2010

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'. A person is protected from discrimination in the following areas:

- **at work**
- **in education**
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

You're also protected from discrimination if:

- you're associated with someone who has a protected characteristic, eg a sibling or friend

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Aims

We aim to create a climate where all members of the school community feel treated with respect. We aspire to create a safe, nurturing, and positive environment.

We aim to do this by encouraging our pupils:

- To recognise each child as a unique individual.
- To encourage everyone to treat others, as they would wish to be treated himself or herself.
- To co-operate with each other to create a caring ethos.
- To encourage children to behave in a responsible manner.
- To promote good manners, consideration and respect for others at all times.
- To provide a challenging, stimulating and enjoyable environment where the children feel valued.
- To promote honesty, trust and fairness.
- To promote respect for property, the environment and for themselves.
- To encourage the children to be responsible for their own actions.
- To assist children in developing their understanding of right and wrong.

Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. As a school we will:

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Strategies for dealing with bullying

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

The initial aim is to prevent bullying within the school setting; strategies for this include recognising that bullying occurs and aiming to raise the profile of the issue.

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- Either the headteacher/Personal Development, Behaviour and Welfare Lead/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is still investigated and parents/carers informed. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Who to tell?

We encourage any concerns to be shared with anyone within the school community be it a teacher, member of staff, parent or another child. Children are then encouraged to share this information with a member of staff who will in turn pass concerns on to the relevant people; be it the Personal Development, Behaviour and Welfare Lead, Designated Safeguarding Lead, or member of the senior leadership team.

How are incidents recorded?

Any incidents of Bullying recorded within school will be recorded on Classcharts. In order to identify incidents of bullying all persons within The Rydal Academy are encouraged to:

- Watch for early signs of distress.
- Listen, believe, and act.
- Keep awareness high.
- Be there for others.

Intervention techniques

The emphasis is always on a caring, listening approach with the hope of getting to the root of the problem for all sides involved. The following strategies are an example of procedures which may be followed depending on the situation:

- Discussion at length with victim/bully/any witnesses or others with involvement.
- Recording of a statement of events.
- Investigation in to the route of the problem.
- Discussion around solution to the problem.
- Involvement of other parties: staff/parents/other children/support agencies.
- Sanctions for Bully (See below)
- Support for victim.
- Monitoring of the situation.
- Further intervention if needed.

Sanctions

These are a range of sanctions to be used alongside the school Behaviour Policy such as: breaktime detention or after school detention, reparation time away from the classroom and suspension or exclusion.

Curriculum support

All children will have access to related topics through social skills programme both in class and assembly. They will also receive several assemblies on the specific subject of anti-bullying throughout each school year and during anti-bullying week.

Training

Staff – Staff will have access to Pastoral support training through the schools Continuing Professional Development Programme (See Training / CPD Policy) They will also participate in regular whole staff training, evaluation, and review of policy (Both Anti-bullying and Behaviour policies).

Pupils – Pupils will receive guidance on how to deal with issues relating to bullying through the social skills curriculum, assemblies, annual Anti-bullying week initiatives and involvement in pastoral schemes such as 'anti-bullying ambassadors' and the schools ethos.

Parents/carers – Will have access to this document.

Governors – Will have Local Authority training available to them and will have knowledge of any adopted policy.

Links

This policy links into the following policies: Behaviour Policy; Equal Opportunities Policy & Equality Action Plan; Child Protection Policy and Guidelines; Home-School Agreement.