

ROYAL ALEXANDRA AND ALBERT SCHOOL



ANTI-BULLYING POLICY

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community. This policy should be read in conjunction with the Rewards and Behaviour Management Policy.

The policy applies to **all** staff & pupils

Governors' Committee Responsible: Pupil Matters Pastoral Committee
Governor Lead: Chris Green; Chair of Pupil Matters Pastoral
Nominated Lead Member of Staff: Mark Skidmore; Deputy Head – Pastoral & Boarding
Status & Review Cycle: Three years

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Anti-bullying Statement

This policy should be read in conjunction with the Royal Alexandra and Albert Anti-Bullying Flow Chart.

Bullying is unacceptable. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Royal Alexandra and Albert will not tolerate bullying and has a responsibility to respond promptly and effectively to issues of bullying.

If bullying does occur, all students should be able to report incidents and feel confident that they will be dealt with promptly and effectively. Anyone (this includes students, teachers, support staff, parents/carers) who is aware that bullying is happening is expected to report this using the Royal Alexandra and Albert Anti-Bullying Flow Chart procedures.

We expect students to feel safe at RAAS, also, that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

Key Personnel

The Headmaster is: Mark Dixon

email: headmaster@gatton-park.org.uk Telephone: 01737 649041

The Senior Leader responsible for Anti-bullying is the Deputy Head – Pastoral & Boarding:

Mark Skidmore

email: markskidmore@gatton-park.org.uk Telephone: 01737 649046

The Nominated governor for Anti-bullying is the Chair of the Pupil Matters Pastoral

Committee: Chris Green Telephone: 01737 649000

1 Introduction

1.1. This policy has been developed in conjunction with representatives of:

- The Senior Leadership Team
- The Governing Body
- Staff with specific responsibility for pastoral issues
- Pupils

1.2. This policy applies to all staff and pupils in the School.

1.3. The following areas of bullying are covered by this policy:

- Bullying related to race, religion and culture.
- Bullying related to Special Educational Needs or Disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, looked after students or issues related to home circumstances.
- Sexist or sexual bullying.
- Bullying of school staff by students, parents or other staff members.

1.4. This policy has links to the following school policies and procedures:

- Equality policy
- Rewards and Behaviour management policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedure
- Cyber bullying policy
- Staff Behaviour policy
- E-safety policy

1.5. References, Documents and related Policy/Guidance

National Documents

Equality Act (2010)

Preventing and Tackling Bullying – 2012 DFE Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

The Use and Effectiveness of Anti-Bullying Strategies in Schools – DfE-RR098

Preventing and Tackling Bullying advice for Headteachers, Staff and Governing bodies – DfE-00062-2011

2 Aims

- 2.1 To respond quickly and effectively with proportionate measures to ensure bullying is not tolerated.
- 2.2 To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- 2.3 To safeguard the student/staff member who has experienced bullying and to trigger sources of support for the student/staff member.
- 2.4 To apply disciplinary sanctions and restorative solution to the student(s)/person causing the bullying and ensure that they learn from the experience.

3 Definition

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

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.

Occasionally 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 possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. **The emphasis of investigations of incidents should move away from the notion of a 'victim' or a 'bully' but should explore the role of all parties involved in the bullying.** The same student may adopt different roles at different times. Other roles frequently identified are those of ring-leaders, assistants/associates, bystanders or defenders.

4 Forms of bullying

Bullying may take several forms: physical, verbal, non-verbal and indirect including use of mobile phones and personal computers. The following lists highlight examples but are not exhaustive:

- **Physical:** hitting, kicking, pushing, taking or damaging belongings.
- **Verbal:** name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.
- **Indirect:** excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti.
- **Sexual bullying** occurs when bullying is motivated by a prejudice against someone's sexual or gender identity.
- **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **Cyberbullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. (See Cyberbullying Policy).

5 Vulnerable Groups

Royal Alexandra and Albert Staff must be aware of the vulnerability of particular groups of students with regard to bullying:

- **Children in Care** - Some students may report being treated differently by teachers and other students because of their 'care' status. Home placement changes which can mean arrival mid-term, without full uniform, lead to their increased vulnerability.
- **Disadvantaged pupils**
- **Traveller Groups**
- **Students with Special Educational Needs** - These students are two or three times more at risk of being bullied and also are more at risk of taking part in bullying others.
- **Students who are perceived to be gay, lesbian, bisexual or transgender** - Bullying may take place because of the student themselves or because of perceptions about their family, relatives or associates. National research has found that boys are more than twice as likely to report physical bullying compared to girls.
- **Students from Ethnic Minorities** - Bullying can be carried out by students from a different ethnic group as much as from students from a 'white' background. All racist incidents are recorded and follow the procedure as set out in Royal Alexandra and Albert School's Equality Policy.
- **Students with Disability** - Any incident of bullying linked to the disability of a student will be investigated fully following the procedures as set out in this policy.

6 Indications of bullying

There is a wide range of indicators which may identify that bullying is taking place:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or belongings, loss of appetite, stomach aches, headaches, bedwetting, etc.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual displays of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, headaches, stomach aches, etc.
- **Behavioural:** asking to be accompanied to school, taking longer to get home from school, asking for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy, etc.

7 Proactive Measures - Strategies for Preventing Bullying

The school takes the following actions to discourage bullying:

- 7.1 Opportunities for students to discuss bullying and to practise interpersonal skills in a range of subjects throughout the curriculum are provided
- 7.2 A structured tutorial system operates
- 7.3 Students are familiarised with the School's policy on bullying as part of Citizenship in the first term of Year 7. In the case of the Junior school pupils are familiarised with the policy with their class teachers each year
- 7.4 E-safety lessons are delivered as part of ICT delivery and through assemblies
- 7.5 Peer Listeners are attached to all Year 7 Tutor Groups in the early stages of induction and stay with them throughout the year
- 7.6 Student mentors are, if appropriate, appointed to work with students reporting bullying
- 7.7 Potential victims are identified at an early stage and monitored closely
- 7.8 Students are given the opportunity to inform the school of any matters of concern as outlined on each tutor and house notice board
- 7.9 All subjects encourage tolerance and respect for others through group, pair work, discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds
- 7.10 All staff are made aware of the School's policy and procedures for dealing with bullying incidents
- 7.11 Duty staff supervise the School at breaks and lunchtimes and there are also supervised rooms within boarding houses available for students
- 7.12 A range of supervised activities are available at lunchtimes
- 7.13 Bullying as an issue is covered in curriculum areas such as English, Drama, Citizenship and Assemblies. The approaches adopted in these areas are consistent with the School's policy on bullying and emphasise the responsibility of all to speak out against it
- 7.14 Anti-Bullying Week is held annually in November
- 7.15 Each child has a tutor who they see every day
- 7.16 Any incidents of bullying will be logged on SIMS and with the Senior Leader responsible for Anti-bullying
- 7.17 The Bullying log is checked regularly by the Governors

8 Key Stakeholders

Students/staff members who experience or witness bullying will feel/know that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to make them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.
- they can prevent bullying by reporting it

Students/people who engage in bullying behaviour will:

- receive sanctions and other restorative strategies which hold them to account for their behaviour and help them face up to the harm which they have caused
- learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- learn how they can take steps to repair the harm which they have caused.

Parents will:

- be clear that the school does not tolerate bullying
- be aware of procedures to use if they are concerned about bullying through the Anti-Bullying Flow Chart.
- have confidence that the school will take any complaint about bullying seriously and will investigate/resolve as necessary and the school systems will deal with the bullying in a way which protects their child
- be clear about ways in which they can feedback to the school regarding anti-bullying procedures by, for example, belonging to a Parents' Forum – Partnership with Parents.

Key Staff members will:

- know that Royal Alexandra and Albert believes in reinforcing a zero tolerance of bullying, including the bullying of students by students, students by staff, school staff by students, parents or others
- be aware of the importance of modelling positive relationships by their behaviour towards students and parents
- follow the Anti-Bullying Flow Chart. **It is the responsibility of all Royal Alexandra and Albert staff to act immediately upon information given to them about any incident of bullying**
- receive training in Restorative Justice Approaches which may be used, as appropriate, to agree actions to be taken in order to mend relationships and end bullying.

9 Reporting Bullying

If any person suspects bullying, they should notify the school using the procedures set out in the Royal Alexandra and Albert Anti-Bullying Flow Chart. *Please refer to page 10.*

Students and parents are encouraged to report bullying in confidence using any one of a variety of methods. This may be anonymous.

Who to contact?

- Senior Leader with responsibility for Anti-Bullying - Mr Skidmore
- Tutor, teacher or Head of Year
- Parents
- Email antibullying@gatton-park.org.uk
- Worry box outside social inclusion area.

All incidents of bullying must be recorded on the school SIMS system as shown in the Royal Alexandra and Albert Anti-Bullying Flow chart. The guidance as outlined in the Equality Act (2010) will be followed closely should a bullying incident fall within these categories.

10 Monitoring and Evaluation

Monitoring and evaluation of the effectiveness of the Anti-Bullying Policy should be:

- By the Senior Leader responsible for anti-bullying who checks all bullying incidents according to the 'Royal Alexandra and Albert Anti-Bullying Flowchart'
- By the Anti-Bullying Governor who receives any concern according to the 'Royal Alexandra and Albert Anti-Bullying Flowchart'
- Through the use of Boarders' surveys annually
- By the Pupil Matters Pastoral Sub Committee that checks the anti-bullying records termly
- By Governors talking to parents and students on their perception of effectiveness of anti-bullying procedures on visits to the school and reporting in their notes of visit.

HELP ORGANISATIONS:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Parent Info <http://parentinfo.org/>

Royal Alexandra and Albert Anti-Bullying Flow Chart

