

# Ryhall CE Academy



part of a Multi Academy Trust  
Peterborough Diocese Education Trust



## ANTI-BULLYING POLICY

<b>Formulation date:</b>	MAY 2004
<b>Senior Team Responsibility:</b>	Headteacher
<b>Reviewed:</b>	October 2018
<b>Next Review Date:</b>	October 2020

### Associated Documentation:

Online Safety Policy  
Equality Policy  
Equality Act 2010  
Behaviour Policy  
Home School Agreement  
[Valuing All God's Children, Church of England, Autumn 2017](#)

### Summary:

Ryhall CE Academy is committed to the principle of helping children and adults to achieve more and places the happiness, welfare and safety of children who attend the school as its highest priority. Bullying is not tolerated and staff at the school will act swiftly and firmly to deal with any situations which may arise.

This policy defines 'bullying' and describes the school's procedures for dealing with incidents. It outlines the appropriate sequence of actions for children, parents, and witnesses to acts of bullying, intimidation and cyber-bullying.

This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

**NON-STATUTORY**

# ETHOS STATEMENT

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;  
develop great thinkers who embrace challenge;  
promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**compassion,**  
**friendship,**  
**resilience**  
**trust** and  
**respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.



## 1. AIMS

- To provide a safe, caring environment for the whole community and especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To listen to the concerns of parents and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during each academic year: the Headteacher will monitor and ensure records are kept of each incident.
- To provide care and support for all children who may be bullied, as well as providing appropriate support and guidance for those who may become perpetrators.

## 2. WHAT DO WE MEAN BY BULLYING?

Bullying is defined as the persistent and deliberate misuse of power or position to intimidate, humiliate or undermine another. It can be:-

- 2.1. Emotional Bullying – e.g. giving someone 'the silent treatment', isolating them from the group, ignoring them when they come into the room, excluding them from group activities, whispering and laughing behind people's backs, and spreading rumours.
- 2.2. Verbal Bullying – e.g. name calling, teasing, using nicknames, taunting or threatening. Picking on someone because they are different, perhaps overweight, small, have a disability, don't wear trendy clothes or are of a different racial background, culture or gender.
- 2.3. Physical Bullying – e.g. pushing, punching, hitting, kicking or rude gestures.
- 2.4. Cyber-bullying – e.g. abuse via text messages, picture/video-clips, mobile phone calls, emails, chat room bullying, instant messaging and bullying via websites.
- 2.5. Homophobic bullying – this can take many forms:

**Homophobic language** is a common form of homophobic bullying. It can be casual and is therefore often dismissed as 'harmless banter'. Homophobic language and abuse can start in primary schools, where pupils may call each other 'gay' or 'lesbian' without really understanding what these terms mean. Children may also experience verbal bullying because they have (or are thought to have) a homosexual parent. Pupils may also experience indirect homophobic abuse, not directed towards a particular person or group but used when remarks are made to pass some kind of negative judgement, such as 'your bag is so gay' or 'that ring-tone is gay'.

**Direct homophobic abuse** is directed towards an individual or group of pupils as either a one-off incident or repeatedly. For example, a boy who is called 'poof' when he walks by or a girl who is called 'dyke' and avoided as she walks through a school corridor may suffer both short- and long-term consequences in terms of the harm caused.

**Physical abuse** can include hitting, punching or kicking. Young people also report that they experience vandalism, theft of property, being threatened with a weapon and even death threats. Peer pressure can heighten the tendency for people to perform these acts of bullying. Physical homophobic bullying can affect anyone, regardless of whether or not they are homosexual.

- 2.6 Other bullying may include deliberately damaging someone else's property or taking their property without permission, for example sweets, pens, pencils, money, or misbehaving in class and trying to get others in trouble.

## 3. WHAT DOES RYHALL CE ACADEMY DO TO PREVENT BULLYING?

- 3.1. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We have at the heart of our belief, that all children are loved by God and are individually unique; we celebrate this at every opportunity. We use every learning opportunity possible to talk about proper ways of behaving towards each other. We help our children to understand that we as a school, have a mission to help

each pupil fulfil their potential in all aspects of their life: physically, academically, socially, morally and spiritually and that we will do so by understanding and appreciating diversity, religion and culture. We aim to produce a safe and secure environment where all can learn without anxiety.

- 3.2. Bullying as a topic is written into the PSHE Curriculum as well as building on activities around Internet Safety Day in February. Circle time sessions, drama and role play sessions will be facilitated to explore issues connected with bullying and its consequences at levels appropriate to the age of the children attending the school. Each class will (during the Autumn Term) create their own class anti-bullying charter.
- 3.3. We make sure that every child knows that **we do not tolerate bullying behaviour** and who they can turn to if they need help. (We also do this in PSHE, during the annual National Anti-Bullying Week in November and in assemblies).
- 3.4. Teachers follow up immediately any complaints and deal firmly with anyone using bullying behaviour. Children **must tell someone**, either their teacher, a teaching assistant, an adult member of staff or an older peer who they feel they can trust.
- 3.5. Internet blocking technologies are continually updated and harmful sites are blocked. Parents and children are regularly informed about new developments via letter or the School newsletter.
- 3.6. We always examine each case specifically to identify causes/reasons and through strategies such as the 'Jigsaw' programme, we work with bullies to try to eradicate any future repetition.
- 3.7. We keep a close eye on children who have been bullied and maintain close contact with their parents.

## **WE DO NOT TOLERATE BULLYING AT RYHALL CE ACADEMY!**

### **4. Procedures for Dealing with Bullying Behaviour**

- 4.1. When dealing with suspected incidents of bullying staff will be guided by the following principles:
  - Never ignore suspected bullying.
  - Do not make premature assumptions. Listen to both sides of the story.
  - Listen carefully to all people— more than one child with the same version does not mean they are telling the truth.
  - Use a logical approach that moves pupils forward and focuses on making things right.
  - Follow up the issue to check bullying has not reoccurred.
  - Record information in detail outlining any incidents and conversations.
- 4.2. In the event of incidents which have been identified as 'bullying' the following principles and procedures will be followed at Ryhall CE Academy
- 4.3. Incidents of bullying at the school will be investigated thoroughly and sensitively following the school policy. Any reported incidents must be reported to the Headteacher immediately.
- 4.4. Children will be encouraged to report any incident of bullying that they experience or witness. Staff will reassure children that what they say will be listened to and taken seriously and detailed notes must be made clearly stating the allegation the child has made.

- 4.5. The procedures will be explained to the child so that they are fully aware of the action to be taken. A 'Bullying Incident Log' form must be completed outlining the incident and action to be taken and this must be copied to the parent and stored in the main school file.
- 4.6. A 'Worry' box is located in all classrooms and will allow children to write down or draw their feelings or problems in a non-threatening way. The box will be regularly checked by teachers and incidents followed up.
- 4.7. Staff members have a duty to inform the Headteacher of any bullying incidents they witness or suspect involving children or adults at the school.
- 4.8. The victim of bullying will be comforted and supported by members of staff. Children will be closely supervised and their emotional wellbeing will be checked regularly.
- 4.9. In the majority of cases bullying behaviour will be dealt with according to the strategies set out in the Behaviour Policy. This will involve working and talking with the bully to help them understand the impact of their behaviour and helping them make changes to prevent any occurrence of the behaviour causing concern.
- 4.10. Parents of both parties will be informed and involved as necessary.
- 4.11. The school may refer to the Home/School contract signed by the parent/carer and child to make clear the expected level of behaviour at the school.
- 4.12. Where bullying behaviour persists and is not stopped by using the strategies outlined in the Behaviour Management Policy, more serious actions may have to be taken if the behaviour is causing harm to another child or adult.
- 4.13. If a parent or carer is unhappy with any aspect of the way the school handles the issue of bullying they may refer to the School's Complaints procedure.

## **5. THE ROLE OF GOVERNORS**

- 5.1. The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 5.2. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 5.3. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

## **6. THE ROLE OF THE HEADTEACHER**

- 6.1. It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 6.2. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use collective worship as a forum in which to discuss with other children why this behaviour was wrong, and the consequences as a result of their actions.
- 6.3. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. This will also include training in line with 'Valuing All God's Children'.
- 6.4. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **7. THE ROLE OF THE TEACHER**

- 7.1. Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 7.2. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- 7.3. We record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should inform the Headteacher.
- 7.4. If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.
- 7.5. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

## **8. THE ROLE OF THE PARENT**

- 8.1. Inform your child's teacher immediately, if you feel your child is putting up with bullying behaviour. Your complaint will be taken seriously and we will work together to overcome the problem. Remember bullying is not an inevitable part of school life; it is not a necessary part of growing up, and it may not go away on its own.
- 8.2. Don't encourage your child to hit back. It might make matters worse.
- 8.3. Please always encourage your child to be **assertive and confident**. Tell them they do not deserve to be bullied and it is not their fault.

## **9. MONITORING AND REVIEW**

- 9.1. This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- 9.2. The effectiveness of this policy is reviewed with children, staff, governors and parents bi-annually. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **10. SAFEGUARDING**

- 10.1. Ryhall CE Academy is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff, volunteers and parents to share this commitment. All safeguarding concerns should be reported immediately to the Designated Safeguarding Lead (DSL), Ms Walker (Headteacher) or one of the Deputy Designated Safeguarding Leads (DDSLs – Mrs Jibb, Mrs Dyer, Mrs Jesson) in her absence.
- 10.2. However, please note that any adult may contact the Social Care Duty Team at the County Council should they have a concern about a child. Looking after children is everyone's responsibility.

