



Bishop Rawstorne Church of England Academy

## Anti-Bullying Policy

*'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'*

*James 3:17*

**F O R T I T E R   E T   F I D E L I T E R**

*Bravely and Faithfully*

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

---

**Review date:** July 2024

**Date of next review :** July 2025

**Reviewed by:** A Duckworth

**Approved by DHT** July 2024

## **THE CHRISTIAN COMMUNITY**

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

## **CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY**

Our aim is to ensure that you feel happy, safe and secure in your school.

### ***We believe:***

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

### ***Therefore please:***

- treat each other with courtesy.
- look after the classrooms and environment.
- remember that our Code of Conduct applies when we are travelling to and from school or when representing the school.
- tell an adult if you see someone who is unhappy or worried.

**In the context of our school ethos we believe that it is the right of every individual to feel valued and unafraid. The behaviour of students, teaching staff, support staff and parents is expected to reflect this.**

## **POLICY APPLICATION**

This policy applies to all students and adults learning and working at Bishop Rawstorne Church of England Academy. The policy addresses bullying indicated in child to child, adult to child, child to adult and adult to adult situations.

The policy applies to all students and staff in their relationships with each other both on and off the school site and is not limited to term-time.

## **Objectives of this policy**

To ensure that:

- all governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is;
- all governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported;
- all students and parents know what the school policy is on bullying and what they should do if bullying arises;
- as a school we take bullying very seriously. Students and parents should be assured that they will be fully supported when bullying is reported;
- bullying will not be tolerated and sanctions will be administered where applicable.

## What is bullying?

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

Bullying falls into two categories:

- emotional bullying
- physical bullying

Behaviour constitutes bullying if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group;
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

It is important to acknowledge that bullying behaviour can and does occur anywhere and everywhere in schools, within the home and in the community at large.

## Bullying can be:

<b>Emotional/Cultural</b>	being unfriendly, excluding, tormenting (eg hiding books, threatening gestures), taking belongings.
<b>Physical</b>	pushing, kicking, hitting, punching or any use of violence.
<b>Racist</b>	racial taunts, graffiti, gestures, inappropriate jokes or stereotyping.
<b>Sexual</b>	unwanted physical contact or sexually explicit and/or abusive comments.
<b>Homophobic</b>	because of, or focussing on, the issue of sexuality.
<b>Verbal</b>	name calling, sarcasm, spreading rumours, teasing.
<b>Focusing on disability or SEN</b>	because of, or focussing on a disability whether physical or psychological.
<b>Cyber</b>	using electronic means such as social websites, mobile phones, text messages, photographs or email to cause pain and distress to a victim.
<b>Religious</b>	religious intolerance of any sort.
<b>Child to adult bullying</b>	sanctions will apply in the event of any instance of child to adult bullying.

## **STUDENT REPORTING SYSTEM**

Bullying not only hurts, it is insidious and undermining to both the victim and the community at large. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullied have a right to time and effective support. Students who are bullying need to learn different ways of behaving.

Bishop Rawstone is committed to provide clear and effective student reporting systems. These include:

A comprehensive pastoral system in which students have several members of staff in whom students can confide:

- a tutorial system in which a student is seen by his/her group tutor daily.
- some peer monitoring system in which senior students look after the welfare of younger students.
- a school email system that allows students to contact particular members of staff.
- the school nurse is available to all students and she can be accessed confidentially via the Assistant Headteacher, Pastoral Care or the Heads of Year.
- Anti-Bullying Ambassadors work alongside the staff to allow students a different route to report bullying.

## **SIGNS AND SYMPTOMS OF BULLYING**

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child,

- changes their usual routine;
- is unwilling to go to school (school phobia);
- begins truanting;
- becomes withdrawn, anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go 'missing';
- asks for money or starts stealing money (to pay the bully);
- has unexplained cuts or bruises;
- comes home hungry having missed meals;
- 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.

These signs and behaviours could indicate other problems, but bullying will be considered a possibility and will be investigated.

## **PROCEDURES (INCLUDING SANCTIONS) FOR DEALING WITH BULLYING**

CPOMS is used to record any Child Protection issues including bullying of any kind.

- Bullying incidents must be reported to staff as soon as they occur.
- The incidents will be recorded and appropriate action taken.
- If possible, the students will be reconciled.
- The bully (bullies) may be asked to apologise with appropriate sincerity.
- Failing this, parents will be informed and may be asked to attend a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour, or threats of bullying will be investigated and the bullying addressed quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.
- Any student found to have been bullying another will be, in the first instance, dealt with by the appropriate member of staff.
- If the form of bullying is regarded as particularly serious, the matter could be handed over directly to SLT or Headteacher or Deputy Headteacher.
- Whichever circumstances prevails, it will become a matter of school record in order to enable patterns of bullying to be identified.
- If bullying continues following intervention sanctions would increase for the perpetrator.

A repetition of any sort of bullying could lead to exclusion from the school and even permanent exclusion if this is deemed appropriate for the good of the whole community.

### **Outcomes**

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This would apply when the level of bullying warrants this new sanction and support have been exhausted.

### **ANTI-BULLYING AMBASSADORS**

This scheme will run across Years 8, 9 & 10. In September students apply for an antibullying ambassador role and they then work as a group with the aim of eradicating bullying.

The scheme will be introduced in assemblies in September.

- Students apply via a letter of application.
- They receive badges so they can be recognised by other students.
- They will then host drop in sessions so other students can discuss issues.
- They will create a code of conduct based on bullying.
- They will look to recognise acts of kindness around school.

## **PREVENTATIVE STRATEGIES**

Many strategies are employed to promote good, positive behaviour and happy relationships.

Within the **environment** there is a commitment to provide effective supervision at:

- lunch-time by teaching/ non-teaching staff who are on a duty rota.
- break-time by teaching staff again on a rota. The rotas are published at the beginning of each academic year.
- pastoral staff/SLT alert staff to any areas of the school which may, from time to time, be identified as requiring closer supervision.
- the beginning and end of the school day, senior staff escort students from and to the bus lay-by, and they occasionally travel on the buses to supervise students.

Our collaboration with the Safer Travel Unit and the Police has a positive impact upon increasing student safety, wellbeing and ensuring appropriate behaviour.

Within the **curriculum**, there is a commitment to:

- raising awareness about bullying behaviour, its effect on emotional health and well being, and how it will be combated.
- developing personal and social skills through promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- building and maintaining self-esteem.
- promoting positive role models and positive student/staff relationships.

This commitment is expressed, for example in PSHE, assemblies, tutor time, surveys, displays, Student Council and Drama. Other curriculum areas, such as R.E. and English provide opportunities for these issues to be explored.

Within the **pastoral** support framework, there is a commitment to:

- Place students into groups sensitively after consultation with the primary schools.
- Provide a comprehensive Year 7 induction programme.
- Provide access to adult support, with the first line being the Group Tutor.
- Ensure the safety and security of students before and after the school day and during break-times and lunch-times (as outlined above) by providing appropriate supervision.
- Challenge bullying behaviour of any kind.
- Challenge those who incite bullying behaviour by others.

### **REPORTING/RECORDING/RESPONDING TO INCIDENTS**

***(Refer also to the Child Protection Policy re: disclosure and confidentiality)***

The Assistant Headteacher, Pastoral Care or Heads of Year, or Senior Leadership Team members, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate.

The pastoral staff, in consultation with the Group Tutor and parents will offer advice, support and mentoring, etc. for those students being bullied. Support and advice will also be made available to the bullies.

### **Possible Strategies for Investigation of Incidents**

- Prompt and thorough investigation of all reported incidents.
- Identify member of staff with whom victim can talk.
- Encourage the child to co-operate fully.
- Interview individually.
- Individual students may make a written record if deemed appropriate.
- Close supervision and monitoring during investigation.
- Involve parents of children involved by keeping them fully informed.

### **Range of Possible Follow-up Action**

- Ensure the victim is supported and protected.
- Follow up regularly after incidents.
- Aim to prevent further incidents by providing the victim with support to develop assertiveness skills.
- Aim to prevent further incidents by working with the child who is exhibiting bullying behaviour with the intention of behaviour modification.
- Offer other support networks as appropriate/necessary such as, Health and Education professionals etc to both victim and bully.

### **Sanctions for Bullying**

Our aim is for parents, carers, students and the school to operate in a culture of mutual regard and respect hence often the issue can be resolved at the stage of parental involvement but further sanctions *not necessarily* hierarchical, are available. These sanctions are:

- parental/student interviews.
- detentions.
- isolation internally in school.
- removal of the bully from a tutor group or particular class.
- removal of the bully from a school bus.
- police contact.
- withholding participation in any school activity (eg. trips, residential, social or sports event) which is not an essential part of the curriculum.
- exclusion – fixed term.
- Governors' Student Discipline Committee
- exclusion – permanent.

The strongest sanction, exclusion, may be necessary in cases of severe and/or persistent bullying.

### **POLICY REVIEW**

The agreed Policy will be reviewed by the Governors annually, considering reported incidents and comments from students, staff (teaching and non-teaching) and governors.

### **RESPONDING TO A COMPLAINT FROM A PARENT/GUARDIAN**

Parents have a right to contact the school or the Governors of the school if they wish to raise a complaint.

This policy should be viewed in relation to the following documents within school:

- Safeguarding and Child Protection Policy
- Safety Policy
- SEN Policy Guidance
- Recording Racial Incidents
- Student Discipline Policy
- Complaints Procedure