RAYLEIGH SCHOOLS TRUST

Anti-Bullying Policy

September 2022
Review: Autumn 2023

Vision
At the Rayleigh Schools Trust ("the Trust") we want all pupils to succeed at all levels. We want them to be outstanding learners, to be happy and healthy in their lives, to achieve economic well-being, to be aware of their place in the world and to be able to contribute to society and the greater good.

Rights Respecting School
The schools within the Trust are UNICEF Rights Respecting Schools, and uphold the rights of all individuals and the values of freedom, respect and equality.

Every child has the **right to an education** (Article 28 of the United Nations Convention on the Rights of the Child) and to **develop and achieve their full potential** (Articles 6 and 29). The following policy has been designed to ensure that all pupils are able to fulfil their potential, becoming healthy, happy and successful young people in the process.

Abuse of an individual's human rights is a serious offence and is taken seriously by the Trust.

It is the Trust's mission to ensure that all pupils receive a high-quality education that enables them to develop the knowledge, skills and confidence required to successfully make their own decisions and to take responsibility for their own lives and contribute positively to their community.

Central to our schools is a **culture based on respect**. We believe all pupils should have:

Respect for themselves, that is to say:
- Be confident of their value as an individual and within the community;
- Display self-confidence and have respect for themselves;
- Be confident of their identity, enabling them to display appropriate behaviour in different environments such as in class, within friendship groups or in the local community;
- Feel confident to express a desire for all to do well and know how to support others inside and outside of the classroom;
- Be able to manage themselves and instances of impulsive or risky behaviour;
- Develop a skill-set to deal with emotional outbursts and cope when occasions are not going well;
- Be sure of themselves, so they can adapt to different situations;
- Be self-motivated and driven by intrinsic reward;
- Understand the consequences of mistakes and be able to put this in perspective;
- Show genuine leadership (this could mean 'having the courage of one's convictions');
- Be willing to take a sensible risk and have the confidence to speak out where appropriate;
- Behave safely and feel safe;
- Act humanely because it is the right thing to do, and consider the viewpoints of others.

Respect for each other, that is to say:
- Treat others with dignity;
- Display genuine empathy and acceptance towards others;
- Be able to model positive behaviour to younger pupils and to their peers;

Respect for the environment/community, that is to say:
- Show respect to the environment and have pride in their school;
- Show natural appreciation of the environment and support of tutors and staff;
- Respect people within, and the environment of, the wider community;
- Be a role model when travelling to and from school, and in the wider community.

Aims of the Policy

- To establish and maintain an environment where everyone feels safe and secure, and where they are encouraged to talk and are listened to seriously;
- To encourage all in the community to challenge bullying and to equip them with the skills to do this;
- To ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty, or concerned about one of their peers;
- To provide an environment where all are encouraged to develop the confidence to make positive choices and develop their potential and self-esteem;
- To value and celebrate the qualities and achievements of everyone in our school community.

We must understand that:

- Bullying occurs. No school is immune and this must be recognised;
- Bullying is unacceptable and causes considerable distress to individuals and their families;
- Research has shown that the single most important thing a school can do to prevent bullying is to have a clear policy which staff, pupils and parents are committed to.

Definition

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DfE 2017).

It is important to understand that bullying is defined by the impact on the person being bullied, not just the intention of the perpetrator. Bullying is the intentional, repetitive or persistent hurting of one person by another/others, where the relationship involves an imbalance of power. However, single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact.

Bullying can occur through several types of anti-social behaviour. Among these it can be:

- **Physical:** when a person is for example, punched, kicked, hit, spat at;
- **Verbal:** can take the form of name calling, the use of aggressive language or tone, laughing at and/or ridiculing someone. It includes harmful comments about a person's appearance, race, religion, gender, sexual orientation, etc.;
- **Exclusion:** a person is bullied if he/she is excluded from discussion/activities with those they believe to be their friends, by being excluded from group work, by being ignored or 'sent to Coventry';
- **Damage to property or theft:** a person's property is intentionally damaged, hidden or stolen, verbal or physical threats to coerce the person to hand over property to the bully/bullies;
- **Threats:** to hurt someone, damage their property or get them into trouble, etc.;
- **Cyberbullying:** including posting or sending inappropriate, offensive or degrading text messages, social media updates, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites;
- **Racially motivated bullying**: which would additionally be reported as a racist incident;
- Other prejudiced bullying including, but not limited to **homophobic, transphobic,** and **biphobic.**
- **Sexual and sexist** bullying
- **Passive participation and collusion** by bystanders also need to be considered as bullying/harassment.

All staff and pupils should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it. There must not be any fear of, or intimidation from, other people either physically or psychologically. Staff must be aware of their own actions, language and body language, and the effect these can also have on a pupil's confidence.

Roles and Responsibilities

The Local Governing Bodies are responsible for ensuring that:

- the schools have an Anti-Bullying Policy and that procedures are in place to deal with bullying incidents effectively;
- this Policy is reviewed annually.

The Headteachers are responsible for:

- ensuring that all members of the school community are aware of and comply with Trust's Anti-Bullying Policy;
- making parents aware of the Trust's Anti-Bullying Policy;
- checking that systems are in place to deal with bullying incidents;
- making sure that staff have the training required to deal effectively with bullying incidents;
- ensuring that we keep a log of bullying incidents and monitor impact of action;
- enabling an ethos of respect and a safe and secure environment at the school.

All staff are expected to:

- understand and comply with the Trust's Anti-Bullying Policy and to challenge inappropriate or disparaging use of language directed at any pupil perceived to be different;
- deal with any bullying incidents that may occur, following proper procedures;
- model the way in which they expect pupils to behave.

Pupils, parents/carers, supply staff and volunteers are expected to:

- be aware of and comply with the Trust's Anti-Bullying Policy and support its aims;

As a school community we promise to work together to create a Trust where bullying is NEVER acceptable and always tackled whenever it occurs.

Preventing and Responding to Bullying Incidents

Preventing Bullying

The best way to prevent bullying is by developing a positive ethos of respect. The Trust does this by:

- adopting 'respect' as the key school concept – respect for oneself, respect for others and respect for the environment/community;
- making the school a safe, accessible, welcoming place for all members of our community;
- promoting positive attitudes towards all;
- using language which encourages other people to feel positive about themselves whatever their race, gender, appearance, sexuality, disability, etc.;
- treating other people in a way that makes them feel accepted and part of the community;
- doing what we can to raise the self-esteem of all members of our community;
- nurturing pupil voice activities within school and encouraging pupils to take part;

- celebrating achievements of everyone in our community;
- developing emotional intelligence;
- being a listening and telling community.

Responding to Bullying:

- Sit down with the pupil and listen to their account of the incident, allowing them to fully express their feelings relating to it. Reassure them that they have done the right thing by reporting the incident(s);
- Agree with the pupil that the incident will be referred immediately to the appropriate person – usually the Head of Year/Member of the Senior Leadership Team (SLT);
- Make a decision as to whether the pupil is able to return to class or needs to remain with a member of staff while the incident is being investigated;
- Heads of Year/SLT will gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity;
- A list of actions to be taken to deal with the perpetrator(s) will be determined. This may include discussion, restorative approaches and/or sanctions;
- Heads of Year/SLT will inform the pupil and parents/carers how the incident is being dealt with, taking into account the pupils views as appropriate;
- We will talk to the pupil at all times about how they feel and whether they require further support;
- Address any specific issues that have occurred through the curriculum, tutor time or assembly as appropriate;
- The incident will be recorded on Go4Schools and also be included in the individual school's Bullying Log by the Head of Year/SLT. If appropriate, the Deputy Head and Headteacher will be informed;
- Entries in the Bullying Log will be reviewed half termly with the relevant Headteacher to monitor and analyse impact of strategies and look for any trends and patterns.

The sanctions applied to each case of bullying will depend on the extent and severity of the incident. The Head of Year/SLT will discuss this with the relevant Line Manager. It should also be recognised that pupils who bully need support as well. There may well be personal, social, intellectual, physical and other individual reasons why pupils bully and reactions to bullying should be guided by individual needs.

In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

Bullying that occurs outside of school

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006.)

Where bullying outside school is reported to school staff, it should be investigated and, where appropriated, acted on, using the procedures above. This may include sharing information with other schools if the perpetrators are not from this school.

Incidents involving mobile phones and social networks may also be investigated if pupils and parents have followed initial guidance about age restrictions, blocking and reporting.

The Head of Year/SLT should also consider whether it is appropriate to notify the Police of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

This policy should be read in conjunction with the Trust's:

- Safeguarding and Child Protection Policy
- The Behaviour Policy
- Relationships, Sex and Health Education Policy