



ANTI-BULLYING POLICY AND PROCEDURES

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and on request a copy may be obtained from the School Office.

Legal Status:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015
- Prepared with reference to: [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#), [Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(DfE- October 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Applies to all:

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Head and volunteers working in the school.

Related documents:

- Anti-Bullying: Welcome booklet and A Child's guide to Boarding
- Behaviour Management Policy (including Sanctions, Rewards, and Exclusions),
- Safeguarding Policy And Procedures including Child Protection
- e-Safety Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the school is Mrs. Maggie Putt, Pastoral Lead for the whole school who has oversight of Pastoral Care at the school including Behaviour Management. Ms. Julie Blakemore, in conjunction with Maggie Putt, has responsibility with regard to the Early Years Foundation Stage.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head. The Head will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than January 2023 or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Principles - Aims and Objectives

Riddlesworth Hall School is committed to providing a supportive, caring, friendly, safe and secure learning environment in which pupils feel safe and free from bullying and harassment. Implicit in our ethos is to instil in all members of the school community a sense of caring and kindness for one another. Incidents of bullying threaten this and cause enormous stress to victims. We seek to create a culture in which bullying of any kind; either against pupils or adults is completely unacceptable and not accepted by any member of the school community. It can threaten both the mental health and educational progress of our pupils. We make clear to all connected with the school our opposition to bullying and each person's responsibilities with regard to the minimisation of bullying. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying outside of school. Head teachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises and records are kept to evaluate the effectiveness of our approach and to enable patterns to be identified. Riddlesworth Hall School's Anti-bullying Policy is dovetailed with the Behaviour Management and Safeguarding – Child Protection Policies (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. We implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. Where bullying outside school is reported to school staff it is investigated and acted on. We encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying. Children are educated to resist bullying. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies whilst being dealt with firmly and swiftly may recognise and reform their behaviour. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously.

At Riddlesworth Hall we believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Head and other staff. This can be seen in the procedures we adopt. We aim to promote transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. In the event of bullying taking place among the staff, the Head should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil(s) by members of staff will be investigated thoroughly.

The outcome of staff being respectful towards pupils at all times, is that the children will internalise and model these human encounters and thus treat each other respectfully. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance. We also recognise and understand that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self-esteem.

The Head sets the school climate of mutual support and praise for success, so making bullying less likely; ensures that **all staff** (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents or suspicions of bullying. The school arranges for all staff to receive sufficient training in order to be equipped to identify and deal with all incidents of bullying. Staff are made aware that pupils with SEND are more

vulnerable when it comes to bullying. The Head also ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school and draws the attention of children to this at suitable moments.

Definition of Bullying

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. *Preventing and tackling bullying Advice for Headteachers, staff and governing bodies, October 2014*

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating, but is often hidden and subtle. Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders, self-harm and can even lead to suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police.

As part of our Positive Behaviour Management Policy, Riddlesworth Hall School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously.

Bullying – Child Protection Related Issues

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Norfolk Children's Advice and Duty Service CADS on 03448008020 or e mail mash@norfolk.gcx.gov.uk Any kind of bullying is unacceptable.

Bullying can be:

- **Emotional (indirect bullying) including isolation of others by a refusal to cooperate with them and exclusion -** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ cooperate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- **Physical harm or its threat including the abuse of personal property** – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text message.
- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. **This is an area where schools are required to keep statistics about incidents.**
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar.
- **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo.
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- **Religious** – Attacking faith, belief, religious practice or custom.
- **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD). In this respect pupils with SEND can be more vulnerable to bullying.
- **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- **Written** – Spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. It can also take place between a parent and a pupil, a parent and another parent as well as a parent and staff. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the form teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Riddlesworth Hall School (see Behaviour Policy). All staff and volunteers at Riddlesworth Hall School are expected to treat each other with a professional level of respect. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

The Risks of Bullying to the Victims: Why is it important to respond to bullying?

Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003 and the Public order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside our school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the *Childnet International link* under 'further resources'. *Preventing and tackling bullying Advice for Headteachers, staff and governing bodies, October 2014.*

In accordance with legislative requirements we have a whole school approach to e-safety. This includes update training for staff regarding e-safety. To support our parents/carers in their education of online safety, the school also organises awareness sessions for parents with regards to e-safety. We expect all pupils to adhere to the safe

use of the internet as detailed in our e-Safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents.

Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to e-safety policy including ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

What to look for – Signs and Symptoms of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or fear on using Phones and ICT. Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with School policy. Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and the school.

Our Anti-bullying procedures

Outlined below are our procedures should a suspected case of bullying arise.

If you are the victim

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with someone else. Do not blame yourself – it is not your fault.
- If possible talk to a member of the Staff. If you would rather not go straight to a member of staff, talk to your friends or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can. There are also people outside the School who would be willing to help. Childline: 0800 1111,

If a pupil has witnessed bullying behaviour

Support the victim of bullying by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself. Accompany the victim to a trusted adult.

On a member of staff witnessing or receiving an allegation of bullying: Reassure and support the pupils involved. Advise them that you are required to pass details on to the relevant member of the pastoral team. (Pastoral Deputy Head). The Pastoral Deputy Head will keep a **central log of all complaints or incidences of bullying** and record the way in which they were dealt.

What will happen?

The victim will be interviewed by the Pastoral Lead, on their own, and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his own reactions and behaviour towards the bully. The victim is given support and advice and counselling is suggested if deemed appropriate. Once the Teacher and Pastoral Lead are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. Details of the incident will be recorded on all the pupils' files. The Pastoral Lead is copied in so that it can be recorded as a bullying incident. The pastoral team will decide on an appropriate course of action. In the first instance the Teacher will interview the pupil or pupils whose behaviour has caused distress and give him/them a formal

bullying warning; making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was inappropriate and unacceptable. Support and counselling will be offered. A suitable punishment will also be given.

If the pastoral lead decides it is appropriate, or it is a pupil's second offence, the Head will become involved and the parents of the perpetrator/s will be informed by letter or telephone.

The following sanctions may be applied.

- **Formal School Warning from the Head.** The Head will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them into School to discuss the matter and to be present when their child is given a Formal School Warning. Their support for the School's actions should be enlisted if possible.
- **Suspension** at the Head's discretion .
- **Exclusion** at the Head's discretion .

These are minimum sanctions. In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of Riddlesworth Hall School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely. Riddlesworth Hall will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be reinforced in areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying. Incidents of reported bullying will be followed up by Teachers, including those in the EYFS setting and to monitor that the problem has been resolved. The record of bullying offences will be reviewed regularly at SMT meetings to watch for patterns and check that the policy is effective. We are absolutely confident that the vast majority of the Riddlesworth Hall School community will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

Staff Training

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The Role of Pupils on tackling bullying

Pupils are encouraged to tell anybody they trust if they are being bullied or put a note in the worry boxes, and if the bullying continues, they must keep on letting people know. In the case of cyber bullying, e.g. messages on social media, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it (or take a screenshot) and bring it to Mrs. Maggie Putt, the pastoral lead at the school.

Involvement of Parents (including clear policies communicated to parents)

We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Through the involvement of parents, Riddlesworth Hall School aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's form teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Head if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site.
- The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.

Resolution of Bullying Incidents

The parents of the perpetrator and also the victim, may be questioned about the incident or about their general concerns. With the victim's permission, the school may bring together the victim and bully to genuinely apologise, plan the way forward and make a fresh start. The bully will be sanctioned but also supported, in response to the incident/s and encouraged to empathise with the victim. Foster genuine understanding of how hurtful the behaviour has been. Both the victim and the bully will be offered emotional support as often a child showing bullying behaviour will have severe emotional damage themselves. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The school will endeavour to make the bully and victim aware that they may be under pressure from their peer group to reignite the issue. It is the bully and victim's responsibility to declare the matter resolved and move on.

Classroom Management

Teachers' classroom management will link strongly to the Riddlesworth Hall School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously. All staff must be aware of any obvious or subtle unrest and act upon it whatever the lesson. Ignoring the unrest gives the wrong signals.

Playground Management

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Form Teachers who in turn will act in accordance with the agreed policy and inform the Pastoral Lead.

Recording and Monitoring of Bullying Incidents

School staff maintain records of the welfare and development of individual pupils. In addition, every complaint or report of bullying must be recorded. The Designated Person for Child Protection monitors these records in order to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach. Any incident of bullying related to a SEND pupil will be investigated separately and in consultation with the SEND department.

Strategies to support Anti-Bullying

We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect along with pupils being aware of the school's policy through, for example, a list of expectations
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend
- promoting anti-bullying using educational elements such as personal, social, health, economic education (PSHEE), assemblies, circle time, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language
- using the DVDs and online resources in school available through CEOP (*The Child Exploitation and Online Protection Centre*)
- informing parents of the school's anti-bullying policy whilst encouraging them to support it
- informing parents about the CEOP website
- providing external counselling where necessary and help for victims of bullies and for bullies themselves
- imposing reasonable, proportionate and consistent sanctions as and when necessary
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring
- familiarising all staff at Riddlesworth Hall School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.
- peer support systems encourage cooperative play and friendships.

- staff vigilance including awareness of issues between pupils which might provoke conflict.

The Role of the Staff

The ethos and working philosophy of Riddlesworth Hall School means that **all staff**, no matter what their role, actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded through "generosity of spirit" house points and other means. All staff:

- take all forms of bullying seriously, and seek to prevent it from taking place
- to be continually vigilant, aware, watchful and available promoting good behaviour and encourage the care of others
- ensure pupils are appropriately supervised and report all cases of bullying to the Head.
- pay careful regard to their own supervision whilst on duty but at all times, to follow the school discipline code

Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.