

REDDIFORD SCHOOL

**ANTI-BULLYING POLICY
(including EYFS)**

**IN CONJUNCTION WITH- DfE DOCUMENTS;
PREVENTING AND TACKLING BULLYING (July 2017)
APPROACH TO PREVENTING AND TACKLING BULLYING (June 2018)
KEEPING CHILDREN SAFE IN EDUCATION (2026) (KCSIE)
REDDIFORD SCHOOL'S:
BEHAVIOUR POLICY
PUPIL CODE OF PRACTICE
PUPIL ICT ACCEPTABLE USE AGREEMENT
E SAFETY POLICY**

Recommended websites

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.childline.org.uk

Aims

The Reddiford Way has respect at its foundation and all pupils therefore are expected to base their behaviour on respect for others regardless of differences in race, religion or gender. There is a zero-tolerance approach for peer-on-peer abuse at Reddiford School. Bullying, whether mental or physical has no place in the school and all stakeholders have the responsibility to prevent it from happening and report any incidents immediately. Allegations of bullying will always be thoroughly investigated. The results of bullying can be devastating and can cause physical and psychological damage, including suicide. Staff need to be alert to children who may be vulnerable and at risk from bullying.

Reddiford's intention is to deter bullying behaviour and to deal with it by disciplinary sanctions and/or counselling. Our desire is to ensure that pupils learn in an atmosphere that is supportive, positive and caring.

Definition

The definition of bullying:

Bullying is deliberately hurtful behaviour by an individual or group, usually repeated over a period of time. However, it can be a single unprovoked act if, to bully another, is the clear intention. It can be physical, emotional, cyber bullying and prejudiced based bullying because of a protected characteristic. It may or may not be motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia (including bisexual and transgender), special educational needs "SEND" and disability, or because a child is adopted or is a carer – it may occur directly or through cyber bullying (social websites, mobile telephones, text messages, photographs and email). Behaviour expectations apply equally to conduct involving digital technology, social media and AI-enabled applications. See also ICT section in Behaviour Policy.

Bullying can take a number of forms:

Emotional	being unfriendly, excluding, tormenting, making threatening gestures
Physical	pushing, kicking, hitting, punching or any use of violence
Racist/racial	racial taunts, graffiti, gestures
Sexist/sexual	sexual harassment, misogyny, harassment in any form is bullying
Homophobic	reference to, or focusing on, the issue of sexual orientation
Verbal	name-calling, sarcasm, spreading rumours, teasing, 'banter'
Cyber	involving the internet, email, text messaging and mobile phone calls; misuse of camera and video facilities; sharing nude and semi-nude images; AI-generated deepfakes
Disability	reference to, or focusing on, the issue of disability
Cultural	bullying behaviour centred on racism, religion and culture
Allergy	verbal abuse regarding pupil allergies, etc

What bullying is not:

It is not lively boisterous play. It is not short-lived altercations, which although may be intended to hurt are not necessarily unprovoked or premeditated. Some of these incidents simply arise from the natural physicality of children, the 'rough and tumble' of games,

activities and miscommunications. There will also be many occasions amongst younger children when the bully has no concept of the harm they are doing. Occasional teasing and baiting might be a normal part of life in some families and not in others and many children haven't developed the ability to empathise and understand how comments and teasing may effect others.

Who might be on the receiving end of bullying?

- Any individual can be subject to bullying, regardless of their background or personal characteristics. Bullying is not a reflection of any fault or flaw in the victim, and they do not bear responsibility for it. All individuals are entitled to be treated with respect and dignity.
- Sometimes children who are bullied may find it difficult to make friends however often this is not the case.
- Sometimes the individual maybe being bullied, intentionally or unintentionally, because of their protected characteristics.
- They may be both bully and victim.

Signs and Symptoms

A pupil may indicate by their behaviour that they are being bullied. Here are some examples that may indicate the possibility of bullying if a pupil:

- is frightened of other pupils or staff
- changes their usual routine
- is unwilling to come to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- is having problems sleeping
- attempts or threatens self harm
- feels ill in the morning
- cries often
- quality of school work changes
- has clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing
- has unexplained cuts or bruises
- cuts meal times or is reluctant to sit with peers at meals
- becomes aggressive, disruptive or unreasonable
- bullies others
- stops eating
- is frightened to say what's wrong
- gives improbable excuses and explanations for behaviour
- begs staff members to not intervene or respond to what they have witnessed/been told
- is afraid to use the internet

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

Reporting procedure

Children are told they can report any incidents or problems to any member of staff, including their teachers, TAs, School Mental Health and Wellbeing champions, DSL, SMT and lunch supervisors. Children are also taught, particularly in their PSHE lessons, that they can always speak to someone, including their parents. They are also taught about other organisations such as 'childline' and the NSPCC website. In order to ensure that there is also provision for a child that may feel they cannot speak directly to a member of staff, 'pupil voice boxes' are readily available in form rooms and on each site and are checked regularly for any matters of concern.

When bullying is reported by a child or observed by a member of staff it is always thoroughly investigated and the procedure below followed. If any incidents arise outside of school, then these are treated as if they had occurred in school and dealt with accordingly. The child will be reassured that their concerns are taken seriously and actions instigated promptly.

Parents are informed at various meetings (Meet the Teacher, Welcome Meeting etc) that they can speak to a member of staff regarding any concerns they have as well as by speaking directly to their child's form teacher (before and after school) or requesting a meeting by telephoning or emailing the school office. Parents follow the Order of Contact procedures; in the case of Safeguarding concerns this would be investigated by the DSL.

Staff are made aware through morning briefings and department meetings of any issues and concerns, i.e. pupils of concern discussions, and are therefore able to reduce the risk of any further incidents. Staff also use PSHE lessons, projects, drama, stories, literature, historical events, current affairs, assemblies and the School Council to raise any issues which may come about including using discussion of differences between people and the importance of avoiding prejudice-based language.

When bullying is reported, immediate action is taken which usually involves:

- Completing an Incident Form and logging the incident.
- A full investigation of events, this usually involves speaking to all the pupils concerned.
- When bullying is identified the teacher will speak calmly to the child who is bullying, making it clear that bullying is unacceptable. The Reddiford Way and The Behaviour Policy, including The Ladder are implemented, sanctions may be given out and behaviour forms completed as and when required.
- The teacher will reassure the child who has been bullied that action is being taken to stop the bullying with immediate effect. Reassurance is provided that the situation will be closely monitored and further occurrences dealt with.
- Parental / Guardian cooperation is required as per the Behaviour Policy

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- Ensuring pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. This is covered in PSHE lessons.
- Where and when appropriate information is shared with the staff team in briefings and or department meetings. Increasing vigilant supervision by adults in school and in the playground of the involved pupils.
- Identifying any peer groups that may facilitate bullying and ensuring all pupils involved understand and are subject to the Behaviour policy (The Ladder and The Reddiford Way).
- Where and when appropriate using members of the class to support the pupil who has been bullied.
- Reddiford School takes the approach of supporting all pupils involved.
- If necessary, the expertise of external agencies may be sought including Social Services, in conjunction with other policies including Safeguarding. Any incidents will be viewed as a Child Protection matter when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

In practice the disapproval of the teachers and a quiet word with parents/guardians, along with appropriate sanctions is usually enough. Sometimes a short 'time out' from the playground or classroom is effective as per the Behaviour Policy. Staff are made aware through training and advice from the Senior Management Team as how to respond to bullying and this ensures that the principles of the school policy are understood and implemented.

If instances of bullying persist

Longer-term measures may include any of the following lines of action according to the needs of the child and the family:

- Increasing adult vigilance or supervision in play situations to promote appropriate social skills.
- Building up the self-confidence of the pupils involved.
- Ensuring that the pupils' needs are being met in school.
- Suggest parents/guardians adopt more consistent and positive child-rearing practices, or to give more attention to the child's needs.
- Using a problem-solving approach in school to encourage children to modify their behaviour gradually as a result of their own thinking.

Adults may act as a guide in encouraging children to think up their own ideas of resolving a situation satisfactorily, and to look ahead to possible outcomes. It is important to involve parents and pupils so that they are clear about the part they can play in preventing bullying and on-line bullying particularly when they find themselves as bystanders.

Also, by skilful questioning by form teachers and other staff, pupils who bully another pupil(s) will be encouraged to consider the consequences of their actions, to think about the feelings of others and themselves to suggest means of gaining satisfaction other than those to which they usually resort. The Reddiford Way, as outlined in the Behaviour Policy will always be used to assist such discussion.

Pastoral care support is always available from the form teacher, Head of Department or Deputy Head (pastoral) for all pupils.

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Sanctions

It may be appropriate in dealing with the situation to use the sanctions outlined in the Behaviour Policy to reinforce the seriousness of the situation and to act as a deterrent. Such sanctions that are adopted in the event of bullying will reflect the seriousness of the incident and convey a deterrent effect. Staff will give due consideration to SEND pupils and their level of understanding and any specific diagnosis. This may mean modifying the sanctions outlined in the Behaviour Policy.

If the seriousness of the situation merits the involvement of the Deputy/Head Teacher, it is in their power to suspend or in exceptional circumstances exclude the child from Reddiford School in cases of severe or persistent bullying. The Deputy/Head Teacher will inform the parents/guardians in writing if these sanctions are to be imposed in accordance with the Exclusion Policy.

Follow up

The Head Teacher, Deputy Head and/or Head of Department will follow up/review cases of bullying to monitor all the pupils involved, both in the short term and at the end of the term of the incident.

This will enable patterns to be identified and training will be given to staff in order to reduce the risk of bullying at times and places where it is most likely to happen and thus reduce incidents.

Mental Health and Wellbeing Champions

The Mental Health and Well being Champions in the school are Mr O'Toole (Prep dept), Mrs Sethi (Pre Prep / EYD and Nursery dept).

The Mental Health and Wellbeing champions have all completed relevant training. Pupils can request their support directly or they can request and access their support via their class teacher, a TA or any member of staff. Additionally, staff can request advice and support from the Mental Health and Wellbeing champions.

Prevention

Reinforcement of behaviour is important and it is crucial that improvements are recognised. Educational elements such as PSHE lessons, assemblies, projects, drama, stories, literature, historical events, current affairs, visiting speakers will all be used to ensure an environment where all involved in bullying, i.e perpetrators and those who are being bullied, are supported.

Weekly Departmental meetings have an ongoing agenda item "Children of Concern", in which children in every department are discussed and strategies agreed.

In preventing online and cyber bullying Reddiford pupils and parents sign a Use of ICT Agreement document and adhere to the ICT policy. Reddiford School uses a London Grid for Learning (LGfL) and Smoothwall platforms, which have stringent monitoring and filtering mechanisms built in. As LGfL is a platform specifically for educational establishments/schools, it has robust firewalls to filter internet access and social media, on

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school PCs. It is not school policy for pupils to have access to personal tablets or mobile phones, whilst in school.

The Governors and Senior Management Team of Reddiford School commit to enforcing a zero-tolerance policy on bullying. The Governing Body are presented with the Annual Report on Safeguarding, which includes a summary of behavioural incidents (including any bullying incidents). The Governing Body understands their legal accountability on Safeguarding and Anti Bullying. To this end, the Annual Report on Safeguarding and Anti Bullying Strategy is thoroughly discussed by the Governors, with questioning of the Head Teacher on the data in the report. Safeguarding and Anti Bullying is discussed in Governors' meetings throughout the academic year, in addition to the Annual Report, so that the Governors are confident that they are meeting their legal duty.

Bullying is monitored and logged by the Head's of Departments and these form a basis for regular discussion on policies and procedures.

There is always effective supervision of pupils and staff are vigilant in observing pupils that have been identified as vulnerable.

Pupils are made aware that they may visit the school Mental Health and Wellbeing Champions and the DSL to discuss 'how they feel' or have a concern. There is also an appointed school Governor who is responsible for ensuring that all children have a voice and can have an opportunity to articulate their concerns.

Staff Training

All staff are aware of The Reddiford Way, the Behaviour Policy, rewards and sanctions, reporting procedures and the Safeguarding policy. This is regularly revisited at INSET meetings or by ongoing advice and support from their line manager when the need arises.

All staff receive regular Safeguarding Refresher training, which includes the prevention of bullying and legal responsibilities.

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INCIDENT FORM

Record details and times of all meetings overleaf.

Attach any relevant written information.

Place this report in victim's and offender's profile. Copy filed in department behaviour folder.

VICTIM	
OFFENDER	
DATE	
TIME	
PLACE	
TEACHER INVOLVED	

Circle the appropriate number relating to the key below, it may be necessary to circle more than one number.

A	Type of behaviour	1	2	3	4	5	6
B	Dealing with offender	1	2	3	4	5	6
C	Support for victim	1	2	3	4	5	6

A TYPE OF BEHAVIOUR

- 1 Physical assault, hitting, tripping, pushing
- 2 Swearing, verbal threats, extortion
- 3 Name calling, teasing, insults
- 4 Offensive comments made in a lesson/activity
- 5 Ridiculing colour, race, religion, parents, appearance
- 6 Other (please state)

B DEALING WITH OFFENDER

- 1 Offender gives his own version of event
- 2 Verbal reprimand given
- 3 Lost house points
- 4 Detention given
- 5 Put on report, offender's parents/guardians informed
- 6 Exclusion

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C SUPPORT FOR child you has been bullied

- 1 Referred to school counsellor
- 2 Victim gives his own version of events
- 3 Referred to Form Tutor
- 4 Head of Department/Deputy Head
- 5 Head Teacher informed
- 6 Parent/Guardians informed