**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 (2021) (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**](http://www.anti-bullyingalliance.org.uk)

[**www.kidscape.org.uk**](http://www.kidscape.org.uk)

[**www.childline.org.uk**](http://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 of 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 or emotional and is often 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). 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 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

Disability reference to, or focusing on, the issue of disability

Cultural bullying behaviour centred on racism, religion and culture

**What bullying is not:**

It is not lively boisterous play. It is not short-lived altercations or fights between equals, which although undoubtedly 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 and seem often to be their general way of communicating with each other. There must also be many occasions amongst younger children when the bully has no concept of the damage he/she is doing. Perhaps occasional teasing and baiting are a normal part of life in the family or because he/she simply hasn’t developed the ability to put himself/herself in someone else’s shoes.

**Who are the Victims?**

* They may be passive. Those who are weak, cautious and withdrawn have low self-esteem and find it difficult to make friends.
* They may be colluding, taking the role of victim to gain acceptance and popularity.
* They may be both bully and victim.

Victims may often be different or be perceived as being different from others. They may become isolated; seeking activities that protect them from rejection, but which further identifies them as being weak.

**Signs and Symptoms**

A pupil may indicate by signs or behaviour that they are being bullied. Staff should be alerted to the possibility of bullying if a pupil:

* is frightened of other pupils or staff
* changes their usual routine
* is unwilling to come to school (school phobic)
* becomes withdrawn, anxious, or lacking in confidence
* starts stammering
* is having problems sleeping
* attempts or threatens suicide or runs away
* feels ill in the morning
* cries often
* self harms
* begins to do poorly in school work
* has clothes torn or books damaged
* has possessions which are damaged or ‘go missing’
* asks for money or starts stealing money (to pay bully)
* 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 for any of the above
* begs staff members to do nothing about what they have seen or been told
* is afraid to use the internet or mobile phone

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 Counsellor and lunch supervisors. Children are also taught, particularly in their PSHE lessons, that they can always speak to someone even if it is just 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 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 by speaking directly to their child’s form teacher (after or before school) or requesting a meeting by telephoning or emailing the school office.

Staff are made aware through meetings of any potential problems and so are able to reduce the risk of any trouble. They 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 identified, immediate action is taken which usually involves:**

* Completing the Incident Form and logging the incident.
* The teacher talking calmly to the bully, making it clear that bullying is unacceptable.
* The teacher reassures the victim that action is being taken to stop the bullying.
* Inviting the co-operation of the parent/guardian.
* 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.
* Increasing vigilant supervision by adults in school and in the playground.
* Giving constructive tasks to the bully, while possibly removing some privileges.
* Breaking up bullying groups.
* Using members of the class to support the victim.
* Reddiford School takes the approach of supporting the victim and the bully when bullying occurs.
* If necessary the expertise of external agencies may be sought including Social Services, in conjunction with other policies including Safeguarding. Any incidents will automatically 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 is usually enough. Sometimes a short ‘time out’ from the playground or classroom is effective. If incidents of ‘devaluing behaviour’ persist they need to be monitored closely. Staff are made aware through training and advice from the Senior Management Team as how to best deal with 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 victim and when necessary the bully as well.
* Ensuring that the child’s 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 bulling and on-line bullying particularly when they find themselves as bystanders.

Also by skilful questioning, bullies may be helped 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 is always available through the School Counsellor, Mrs Anderson, for both the bully and the bullied.

**Sanctions**

It may be appropriate in dealing with the situation to use the sanctions outlined in the Behaviour Policy system to reinforce the seriousness of the situation. 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.

The child can be sent to the Head of Department who has it in their power to put the child on report or in detention- following the stages outlined in the ladder of the Reddiford Way. 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 both the victim and offender, 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.

**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 both the victim and the bully are supported.

Weekly Departmental and Leadership Meetings have an ongoing agenda item “Children of Concern”, in which children in every department are discussed and strategies agreed.

Reddiford School uses a London Grid for Learning (LGfL) platform, which has stringent 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 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 anti bullying strategy and 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 rigorous 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 counsellor 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 receive anti -bulling training at their induction. This is regularly revisited at INSET meetings or by ongoing advice and support from their line manager when the need arises.

The Behaviour and Well Being Party, which is made up of a complete cross section of staff, meets regularly to monitor the effectiveness of the Behaviour and Anti Bullying Policy. Their recommendations are fed back to the Senior Management Team and INSETs are used to discuss their findings.

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

**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

C SUPPORT FOR VICTIM

1 Referred to school councellor

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