

## **Anti-bullying Policy**

Rossall School believes that all pupils have the right to learn and develop in a supportive, caring and safe environment without fear of being bullied. This policy has been drawn up with regard to the DCSF Guidance Safe to Learn Embedding anti-bullying work in schools. This policy has been informed by the use of the DofE document, Preventing and Tackling Bullying: Advice for Head Teachers, Staff and governing bodies (October 2014). The policy is given to staff and pupils with positions of responsibility relating to co-ordinating other pupils and is part of the training given to the new staff. All pupils are made aware of its basic principles.

### **Terms**

In this document the terms 'bully' and 'victim' are used. 'Bully' is used of someone who has manifested bullying behaviour, 'victim' is used of someone who has received bullying behaviour. The terms are used for ease of reference. There is no suggestion that these are discrete categories of people or that their involvement in bullying behaviour is necessarily either pervasive or persistent.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by

- developing a school ethos in which bullying is regarded as unacceptable.
- aiming to produce a safe and secure environment where all can learn without anxiety.
- aiming to provide consistency when we respond to any bullying incidents that may occur.
- aiming to make all children aware of our opposition to bullying
- making clear each person's responsibilities with regard to the eradication of bullying in our School.

This policy statement makes it very clear that we do not allow bullying to take place in our School, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

We monitor the incidents of bullying that occur, and review the effectiveness of the Junior School's policy regularly. We keep accurate records of all incidents of bullying on the pupil welfare cards.

We respond quickly to any request from a parent to investigate incidents of bullying.

### **The Equality Act 2010**

Rossall Junior Schools comply with the Equality Act 2010. As part of our Equality Duty we have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Rossall recognises the fact that it is unlawful for the responsible body of the school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

### **Rossall Code on Bullying for pupils**

All reasonable steps should be taken to ensure that, so far as it is possible, every pupil feels safe and happy at School and feels supported and protected at all times. Rossall expect all members of the School community to uphold this code including pupils.

- Every pupil at Rossall has the right to enjoy their learning and leisure time free from intimidation.
- The Rossall pupil will not tolerate unkind actions or remarks, even when these were intended not to hurt.
- To stand by when someone else is bullied, is to support bullying.
- If you are being bullied, or you know of someone who is being bullied, you should report this to a member of staff or a responsible senior pupil.
- Bullying will always be taken seriously by staff and pupils must play their part in creating an intimidation free environment at Rossall.

## **Types of bullying**

Bullying can include a number of different behaviours:-

- Emotional – being actively unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any violence
- Racist – racial taunts, graffiti, gestures
- Religious – being singled out because of your religious beliefs
- Cultural – bullying based on prejudice and difference
- Sexual – unwanted physical contact or sexually orientated comments
- Homophobic – because of, or focusing on the issue of sexuality
- Disability – targeting pupils with physical or learning difficulties
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – Internet misuse through offensive website postings, e-mail and instant messaging. Misuse of mobile phones through text messaging, camera and video facilities, etc
- Property – damage to or hiding or another's property
- Indirect – spreading rumours, excluding someone from social groups

## **The role of the Headmistress**

It is the responsibility of the Headmistress to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with incidents of bullying.

The Headmistress ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headmistress draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmistress may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why action is being taken.

The Headmistress ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The Headmistress sets the school climate of mutual support and praise for success, so make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of members of staff**

Members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headmistress, the teacher informs the child's parents. We keep individual pupil welfare cards where we record all incidents of bullying.

If members of staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. We spend time talking to the child who has bullied. We explain why the action was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headmistress. We then invite the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headmistress is also the school's Designated Senior Lead.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

## **Staff awareness and training**

The school will ensure that all staff are aware of this policy and its contents and are trained to identify and respond to incidents of bullying. At regular intervals, staff receive training through INSET.

## **Guidelines for Dealing with Incidents of Bullying:**

Staff coming across cases of bullying are recommended to respond in the following ways:-

- Remain calm: reacting emotionally may add to the bully's enjoyment and control of the situation.
- Take the incident or report seriously and take action as quickly as possible. Does your action need to be private or public?
- Reassure the victim(s) and ensure that they are not made to feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make plain to the perpetrator(s) your disapproval and encourage the bully to see the situation from the victim's point of view.
- Punish the bully if you have to, but care is needed in doing this. Reacting aggressively or with undue severity reinforces the message that those who possess power can wield it without regard to the feelings of the powerless.
- Explain clearly the punishment and why it is being given.
- Inform immediately the Headmistress or the Deputy and the relevant Class Teacher, in turn all staff should be alerted to the need for vigilance if there is the possibility of repetition of the incident.
- Clear, concise facts are recorded on the welfare card of all pupils involved i.e. the bully & the bullied.

Serious cases of bullying may result in suspension or exclusion. Persistent bullying will result in exclusion.

In very serious cases, and only after the Headmistress has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Rossall School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

After the original incident all staff involved in its discovery and resolution should ensure that:-

- the incident does not live on through reminders from them to the perpetrators
- forethought is given to the prevention of future recurrences of the incident, especially if the factor that triggered it in the first place has been identified
- they are not being overprotective and not allowing the victim(s) to help themselves where they can.
- the bully(ies) are not assumed to be irrecoverably bad. They should be encouraged to view their anti-social behaviour objectively, and given a change of heart on their part the possibility of their restoration as valued members of the community should never be in doubt. Their inability to relate to the community may have been a problem that helped to trigger their anti-social behaviour in the first place. Further stigmatisation could serve to aggravate their problem.

## **Limiting the opportunity for bullying**

- The playground is supervised during break and lunch periods.
- In boarding houses, there are strong teams of tutors supporting the Houseparents, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom.
- We encourage close contact between the Houseparents and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- Our Medical Centre and all of our boarding houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, NSPCC, Get Connected, Samaritans.
- All pupils have access to a telephone helpline, enabling them to call for support in private.
- We have banned initiation ceremonies designed to cause pain anxiety or humiliation.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

All staff should be sensitive to changes in behaviour, moods, and be aware of absenteeism

### **The role of parents**

Rossall acknowledges the role played by parents in ensuring that instances of bullying are reduced. It is clearly helpful where parents are able to support the values and measures represented within this policy and to discuss relationships, incidents and concerns in the same light.

- Parents, who are concerned that their children may be being bullied, or may be a perpetrator of bullying, should contact their form tutor immediately. We advise against contacting other parents to sort out matters.
- If parents are not satisfied with the response they should contact the Headmistress
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the Complaints Procedure.

### **Related Policies**

- Behaviour Policy (including Discipline and Exclusions)
- Learning support Policy
- Disability Policy
- Equal Opportunities Policy

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the Headmistress.

Written and agreed: May 2017

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SLT Lead KMLee