ANTI -BULLYING POLICY AND PROCEDURES

At Rossendale School, we need to ensure that all staff and pupils are aware of the bullying policies and strategies. Also, everyone is aware that bullying is unacceptable at Rossendale School. We at Rossendale School adapt an 'whole school' approach – involving all staff, parents and pupils in the creation of an environment in which 'telling' is positively encouraged. It is important that an atmosphere/culture is created within the school setting where the children can learn in a supportive, caring and safe environment, without fear of being bullied. Both staff and pupils need to have an awareness of what the definition of bullying is:

Purpose:

Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a staff member or a member of the Senior Leadership Team. At our school, staff take a proactive approach to supporting young people who may be having difficulties with their peers. Developing social communication and interaction skills are a focused and integral part of our curriculum. We are also proactive in supporting our staff team to work effectively with each other. This policy outlines what our schools and college will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2024". Reference has also been made to Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges".

Bullying:

Definition

• Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
• Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

• This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text,

instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

• Bullying is recognised by the school/college as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Forms and types of bullying covered by this policy

• Bullying can happen to anyone. This policy covers all types and forms of bullying including:

• Bullying related to physical appearance;

• Bullying of young carers, children in care or otherwise related to home circumstances;

• Bullying related to physical/mental health conditions;

• Physical bullying;

• Emotional bullying

• Sexual bullying;

• Bullying via technology, known as online or cyberbullying.

• Prejudicial bullying (against people/pupils/learners with protected characteristics):

• Bullying related to race, religion, faith and belief and for those without faith;

• Bullying related to ethnicity, nationality or culture;

• Bullying related to Special Educational Needs or Disability (SEND);

• Bullying related to sexual orientation (homophobic/biphobic bullying);

• Gender based bullying, including transphobic bullying;

• Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Rossendale School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Rossendale School will treat any use of AI to bully pupils in line with our anti-bullying/behaviour and relationship policy.

Rossendale School Ethos

In our school, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. Some pupils/learners may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils/learners are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed. The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need support to learn different ways of behaving. There is a responsibility to respond promptly and effectively to any issues of bullying.

Staff members also need to feel confident in approaching their team leaders or any member of the Senior Leadership team to discuss any concerns.

Objectives of this Policy

We all have a responsibility to make sure bullying is dealt with immediately. For this to be achieved the young people need:

- To be empowered to raise any issues of bullying. Achieved by children being aware of what bullying is, have positive relations, built on trust with all staff members and not to feel unsafe or threatened to raise the issue.

- All children fully understand the 'no blame' approach to bullying. Achieved through individual/group worker/house meetings with all the children at Rossendale School.

- Any child who is impacted by bullying behaviour is fully supported through within the process of working through the issue. Achieved through staff being consistent, fully investigating and offering support for the victim and the bully.

- Children receive regular direct work sessions to the risk and impact of bullying, both as a victim and as a bully. Achieved through worksheets, discussion in form periods, house meetings, tutorial groups, PSHE curriculum and 'what if' questions.

Staff are required to:

- To be aware of the policies of bullying and intimidation. Achieved by reading/understanding the policy regularly and attending appropriate training.

- Staff actively consider the potential of bullying behaviour within all aspects of their role and care of the children. Achieved by clear understanding of what a bully is; clear understanding of each child's background; involvement in open discussions on creating risk assessment for each young person. Achieved through clear guidelines, clear record of the incidents and through PDS sessions.

- It is recognised that the potential for bullying behaviours is at its greatest risk when there is no adult supervision. Supervision must be balanced with children's individual and independence needs and, therefore, it is imperative that staff maintain an awareness of these periods, composition of the group and circumstances that may conflict within the group.

Signs and Symptoms

A child/young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.

- doesn't want to go on the school transport/taxi.

- begs to be driven to school.

- changes their usual routine.

- is unwilling to go to school (school phobic)

- begins to truant.

- becomes withdrawn anxious or lacking in confidence.

- starts stammering.

- attempts or threatens suicide or runs away.

- cries themselves to sleep at night or has nightmares.

- feels ill in the morning.

- begins to do poorly in schoolwork.

- comes home with clothes torn or books damaged.

- has possessions which are damaged or " go missing".

- asks for money or starts stealing money (to pay bully)

- has dinner or other monies continually "lost".

- has unexplained cuts or bruises.

- comes home starving (money / lunch has been stolen)

- becomes aggressive, disruptive or unreasonable.

- is bullying other children or siblings, but bullying should be considered a possibility and should be investigated.

- stops eating.

- is frightened to say what's wrong.

- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone.

- is nervous & jumpy when a cyber message is received.

- These signs and behaviours could indicate other problems, but bullying should be considered as

- a possibility as part of the investigation.

Practice at Rossendale

If someone is being bullied, the following steps should be taken when dealing with the incident:

- Staff need to deal with the incident immediately.

- Staff need to talk to the child who is being bullied, listen carefully and find out what happened and how they are feeling (investigate)

- The victim needs to be immediately supported.

- The Deputy Headteacher/Assistant Headteachers needs to be informed and the Headteacher needs.

  to be kept informed throughout the process.

- A meeting then needs to be arranged with the staff, the bully and any other children who witnessed, or were involved in the incident. This is a discussion, not a telling off (discuss)

- Staff will explain to the group (or bully) how the bullied child has been made to feel and ask how we can all help them to stop feeling that way (plan)

- A plan then needs to be devised on how this incident is going to be resolved (how can the bully put this right) (resolve)

All the above needs to be resolved.

- Form tutors to be kept informed so they can continue to monitor if the behaviour persists.

- In most circumstances, staff can resolve the incidents. All incidents to be noted in BehaviourWatch.

- Please note the children at Rossendale must be protected and their welfare always safeguarded.

- The Headteacher will intervene if other external agencies need to be informed e.g. child protection, Police, Social Services.

- Parents will be kept informed.

- Sanctions will be used as appropriate and in consultation with all parties concerned.

It is important that staff are consistent in their approach, have a clear understanding of group dynamics, the history of behaviour and good levels of communication on how the child may be feeling.

Supporting the victim

- The safety of the victim is paramount. Make sure they see that you are taking the bullying seriously.

- Do not promise to keep the bullying secret but reassure them that you will help them to sort out the problem.

- Also, reassure them that the bullying is NOT their fault.

- Explain that reacting to bullies by becoming upset can encourage them more. Victims should try not to react to bullies' taunts.

- Make time to sit down with the young person, encouraging them to tell you how they feel.

- Encourage them to walk away and say 'no' if being bullied. It is hard for the bully to keep. bullying if the victim doesn't get upset and just walks away.

- Sometimes victims become withdrawn. Staff to support their development of social skills.

- Thank them for being open and honest about their feelings. This will give them confidence. to keep approaching staff if they see bullying or are bullied again themselves in the future.

Working with the bully

Staff should:

- See if the young person has any ideas about why they bully and what they think might help them stop.

- Reassure the child that you still care about them - it is their behaviour you do not like, but you will help/support them to change this behaviour.

- Find out if there is something in particular which is troubling them and try to sort it out.

- Work out a way for the child to make amends to the victim.

- Help the young person to understand the feelings of the victim.

- Stop any show of aggression immediately and help the child find other, non-aggressive ways of reacting.

- Find out if the young person bullies when faced with a situation. Help them work out alternative ways of behaving.

- Explain that getting away from situations where they can feel themselves losing their temper or things are getting out of hand is not a weakness. It is a sensible way of ensuring that the situation doesn't get worse.

- Inform their parents so they continue the work/support at home.

Bullying awareness at Rossendale

- All staff to read policies regularly (at least every 12 months)

- All staff to make sure they are aware and identify possible times or situations when bullying may present itself (through handover)
- Senior Management to monitor all bullying incidents and offer support to staff and the young people (reading "BehaviourWatch", speaking to staff and young people)
- Line Managers to discuss bullying/intimidation regularly in Personal Development Plans
- All staff to be consistent in dealing with bullying incidents following the procedures and strategy.
- All staff to undergo training and involvement in the Risk Assessment on all young people re: vulnerability and bullying tendencies. Individual strategies are then put in place (through Behaviour Management Plans)
- Bullying/intimidation to be discussed regularly in meetings with the children and through the school curriculum.
- Communication levels to be maintained throughout the day/evening handover.

Disciplinary Action

Depending upon the seriousness of the events, the following disciplinary steps can be taken:

- Official warning to cease offending.

- Reflection and rebuilding of relationships

- Exclusion from certain areas of the school premises

- Exclusion from certain activities

- Parents / carers invited into school for a meeting

- Involvement of the Police (after Headteacher has discussed the issue with both sets of parents)

- Review of placement

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, form period times, assemblies, school council and subject areas, as appropriate. Staff will also ensure that any discussions with pupils involved in bullying will be fully recorded and reports placed in pupil's files. These reports will also be discussed at annual reviews and any further actions will be determined.

Monitoring, evaluation and review

The school will review this policy annually and assess its implication and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school/college. Activities are organised to give pupils/learners the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Useful links and supporting organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: https://carers.org/about-us/about-young-carers

• The Restorative Justice Council: https://restorativejustice.org.uk/restorative-practice-schools

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

• DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

• DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

• Anne Frank Trust: www.annefrank.org.uk

 • Kick it Out: https://www.kickitout.org/take-action/resources

 • Report it: www.report-it.org.uk

•   Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org

 • Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: http://www.theredcard.org/

LGBT

 • Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

 • School/colleges Out: http://www.schools-out.org.uk/ Sexual harassment and sexual bullying

 • Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

 • Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters
• Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

 Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying   DfE research into anti-bullying practices: https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying