



# Ravenshall

all different | all equal | all important

## Anti-Bullying Policy

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## **Anti Bullying Policy**

The governors and staff at Ravenshall School are of the firm belief that, although children and staff are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient.

We aim to provide and equip students with the skills and attributes needed to be successful beyond school. We have high aspirations and expectations for all individuals so that they can become confident, responsible and independent pupils. This policy is closely linked to the School's 'Positive Relationships and Engagement for Learning Policy' and the 'Working Together to Safeguard Children' guidance and its purpose is to clearly define the School's position in relation to bullying. Also to provide a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

## 1. DEFINITION

Ravenshall School does not accept bullying under any circumstances. Bullying is defined as *"behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally* This can be pupil on pupil, pupil on staff/adult, staff/adult on pupil, and adult on adult.

- *General forms of bullying:*
- *Physical*
- *Verbal*
- *Non-Verbal*
- *Cyber bullying/ E-bullying*

### **Forms of bullying may include:**

- *Name calling*
- *Violent behaviour or assault*
- *Damaging or stealing property belonging to somebody else*
- *Persuading pupils to do things they don't want to*
- *Punching, pushing, pinching, hitting or kicking*
- *Teasing*
- *Intimidating behaviour*
- *Damage to school work and/or equipment belonging to somebody else*
- *Threats*
- *Offensive comments*
- *Spreading rumours*
- *Excluding people from groups or activities*
- *Homophobic/racist/ and other prejudicial bullying*
- *Cyber bullying (including intimidation or threatening use of social media platforms)*

It is important that pupils learn that one person's good natured teasing may, to another person, be unkind and even cruel bullying. Pupils are taught, through their tutor groups, assemblies and Personal, Social and Health Education (PSHE) and Personal Development curriculum, to recognize the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional. **It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.** It is understood that children can both bully and be bullied at the same time.

Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be **bullied** for **any** reason of difference. Individuals may resort to bullying for a range of reasons and the School will seek to support the bully as well as the bullied. Bullying can be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual

Sexual bullying is bullying behaviour that is sexist or sexual in nature.

Homophobic bullying is the targeting of individuals on the basis of their perceived or actual sexual orientation.

Cyber bullying/E-bullying is the use of information communication technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else.

Racial bullying is any bullying of a person or groups because of their colour or ethnic background.

## 2. BULLYING BY MEMBERS OF STAFF / ADULTS

Staff/adults must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff/adults. Forms of bullying by staff may include:

*Teasing pupils about physical features or personal characteristics*

- *Invading personal space*
- *Inappropriate role modelling*
- *Ridiculing the work of a pupil*
- *Making fun of a child's name by using a similar word*
- *Showing inconsistency in the way punishments or rewards are applied*
- *Physically intimidating pupils*
- *Insulting or swearing at other members of staff*
- *Belittling the actions or work of other members of staff*
- *Criticising colleagues in ways that are not constructive, or are unnecessarily personal*

Staff/adults must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff/adult who feels they are being bullied should initially raise the matter with their line manager. If the problem persists, they should seek help and advice through the Head Teacher.

It is important that adults model appropriate behaviour and support the development of moral values.

### **3. ORGANISATION AND ARRANGEMENTS**

#### **3.1 ROLES AND RESPONSIBILITIES**

The Headteacher has overall responsibility for pupil/staff behaviour. The Headteacher is to encourage good behaviour and respect for others on behalf of pupils and in particular, preventing all forms of bullying among pupils. The Headteacher empowers members of staff to impose consequences for inappropriate behaviour.

Form tutors and class teachers play a role in resolving problems of alleged perpetrators and they are responsible for managing the situation and co-ordinating the actions of other members of staff when tackling complaints of bullying of a child/young person.

Any complaints of bullying of a child/young person received by any member of staff **must** be reported (to the Inclusion Team who then alert the appropriate phase leaders and the Safeguarding Team) and dealt with as quickly as possible by that member of staff.

**All Staff** play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises in accordance with the school's Positive Relationships and Engagement for Learning policy, with help and support from the Headteacher, Senior Management Team and members of the Support Staff. All members of staff have a responsibility to support each other and to keep channels of communication open so that information regarding possible bullying is passed on to relevant Form Tutors as quickly as possible. This will enable a coordinated and consistent approach towards dealing with any problems.

All staff have a responsibility to treat complaints of bullying as sensitively as possible. Confidentiality should be maintained as far as is possible, particularly when the complainant may be vulnerable to reprisals. Where there are concerns regarding the safety of pupils, the Designated Safeguarding Lead will be informed.

All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken. The school will work to help and support

those responsible for the bullying to understand the impact of the bullying and to change their behaviour.

**Student Ambassadors** - encouraged to talk and support younger pupils as part of their role in the School. Additionally they will be expected to set a good example in the way they behave towards each other.

**Pupils:** All pupils are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness; Pupils are also taught that they have a responsibility to report any incidents of bullying to a member of staff. This forms part of their Personal, Social, Health Education course and such matters may also be the subject of some Assemblies and Tutorials. Any member of staff that receives a complaint or report of bullying must deal with this information as soon as possible.

**Parents:** Parents' responsibilities are to support the School in the implementation of Positive Relationships and Engagement for Learning. Also, to emphasise their role in sharing concerns as soon as possible to work in partnership with/ supporting each other. It is important to share information and give feedback and address a complaint if they feel that there has not been a satisfactory outcome. Parents are always free to involve the LA's Parent Partnership for additional support in any conflict resolution process.

### **3.2 PROCEDURES**

Any child at School who feels bullied, or is unhappy in any way about the way that they are being treated by another pupil(s) or staff, should feel able to speak to any member of staff or outside agencies like NSPCC, Night Owls, Kidscape, Young Minds, Kooth or Childline and be confident that their concerns will be taken seriously and treated sensitively.

Children at the School who witness bullying must also be taught and feel confident to report their concerns to a member of staff, without fear of ridicule or reprisals.

Form tutors play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators. Any complaints of bullying received by any member of staff must therefore be reported and effectively dealt with as quickly as possible by that member of staff.

The procedure at Appendix 1 provides a framework for pupils that they will be encouraged to follow if they are worried and need to seek help. However it is understood that every child and every situation is different, pupils may seek help in many different ways and staff must remain alert at all times to calls for help, both direct and indirect.

The procedure at Appendix 2 is to be followed by staff when dealing with incidents of suspected or actual bullying.

The procedure at Appendix 3 provides a framework for dealing with complaints from parents.

### **3.3 DOCUMENTATION**

Any complaints of bullying, either formal or informal, should be logged on a Safeguarding Blue Form by the recipient of the complaint and taken to the Inclusion/Safeguarding Team. Other documentation should be completed in accordance with the procedure outlined in Appendix 2.

## **4. MONITORING AND REVIEW**

Incidents of bullying at the School will be monitored by the Phase Leaders and the Inclusion Team and Safeguarding Team to identify any patterns i.e.

- *Recurring complaints of bullying against a particular pupil or group of pupils.*
- *Evidence that a particular child is, for some reason, becoming a target for bullies.*
- *Particular times of the School day/week when bullying is tending to occur.*

- *Particular situations where bullying may be occurring.*

In the event that a pattern appears to be forming, Form tutors and Inclusion Team will work to address the problem, both with the individuals concerned and more widely through the Tutorial system, PSHE teaching and other measures as appropriate, including involving parents.

Procedures will be reviewed in consultation with pupils, staff and parents at least biannually and updated.

## **5. TRAINING AND SUPPORT FOR STAFF**

All staff will be made aware of the School's Positive Relationships and Engagement for Learning and Anti-Bullying policies and procedures as part of their general induction to the School and regular updates and reinforcement will be given through weekly Safeguarding bulletin and briefings, INSET sessions, Phase Meetings and other training sessions as necessary.

Instances of bullying or suspected bullying **will** be discussed at weekly team meetings and staff will be informed, consulted and given guidance in respect of particular problems and/or general School policy.

Any member of staff who feels he/she needs help and support in dealing with a bullying problem should approach their line manager, a member of the Senior Leadership Team or an experienced colleague and help will be forthcoming.

Strategies that prove effective in helping both/either bullies or the bullied should be shared with colleagues as a regular part of departmental meetings/Staff Briefings/Phase meetings and by other more informal means as appropriate.

### **Implementation:**

- Commit/renew commitment to DSCF "Bullying: A Charter for Action"
- Use Anti-bullying week
- Use assemblies/ posters to give out key messages
- Provide details of "someone to turn to" for pupils and parents/ carers: (school and external e.g. Childline)
- Produce leaflets for pupils, parents and staff.
- Provide training for staff
- Use curriculum to discuss with pupils.
- Implement new strategies.

## **6. GUIDANCE FOR PARENTS**





Parents who have concerns will be listened to carefully and their concerns will be carefully and sensitively investigated (see Appendix 2). Parents who request it will also be given copies of the School's Positive Relationships and Engagement for Learning policy and procedures and Anti-Bullying policies and procedures, both of which will be published on the School's website.

Appendix 1: Complaints procedure for pupils




Appendix 2: Procedures for staff when dealing with incidents of suspected bullying  
Appendix 3: Complaints procedure for parents

### Appendix 1

#### Procedure for Pupils

     
What I can do if I am being bullied.

       
Being bullied at school, in other places or online can be very

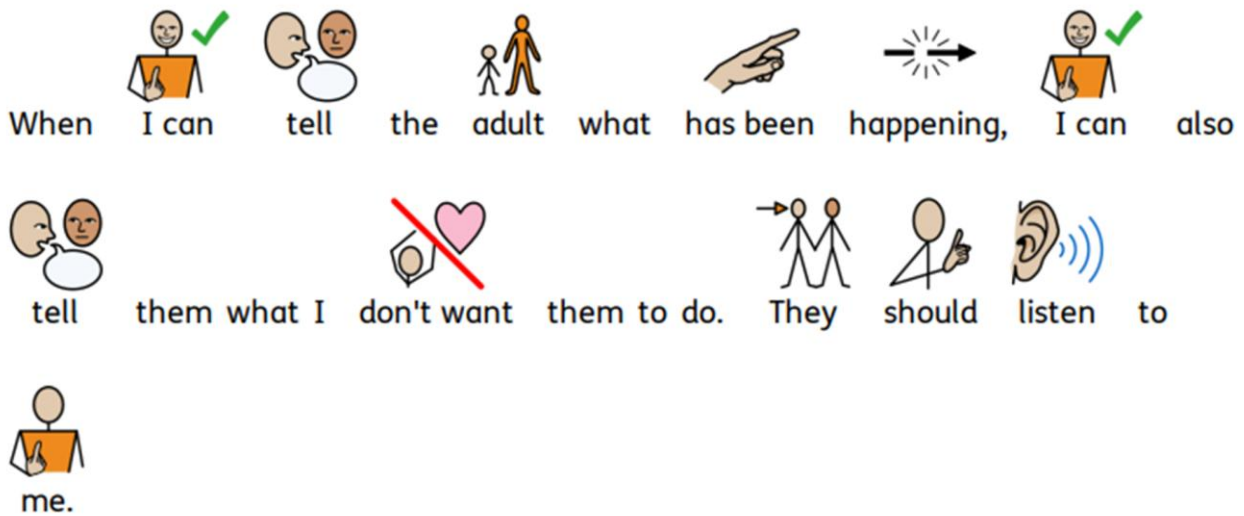
    
frightening. Bullying is not okay.

       
It can stop and I can learn to feel more confident in

  
those places.

       
First I can think about an adult I can trust.

       
I can ask them to help me explain what has been happening.



There may be times when you feel you can't talk to anybody at School and this is perfectly alright and quite natural. You can talk, telephone or write to any of the following:

- Your parents or other relatives or friends
- The School nurse who comes in on a regular basis
- Night Owls 0800 1488244
- Samaritans 116123
- Kooth [www.kooth.com](http://www.kooth.com)
- Young Minds 020 70895050
- Childline: 0800 1111

## **Appendix 2**

### **Procedures for Staff when dealing with incidents of suspected bullying**

Staff must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported **immediately** and dealt with appropriately. If more than one member of staff is involved, they should work together to provide a coordinated approach.

Opportunities should be created whereby the pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

#### **1. Initial Strategies to use with children involved**

1. All pupils involved should be spoken to, individually if necessary, and what they say should be recorded in writing.
2. The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
3. The perpetrator(s) should also be counselled about what they can do and what they would like to happen in order to resolve the situation.
4. Wherever possible, both parties should be dealt with sensitively and carefully, as it will be very frightening for some children.
5. The member of staff should inform parents where necessary.
6. Return to the victim one week later to check that everything has settled down

#### **2. Reporting incidents of suspected bullying**

1. Perpetrators need to be reported using CPOMS
2. Form Tutors should be notified of victims so that they can monitor them.
3. All incidents and discussions with staff and children should be recorded, in writing and filed on CPOMS

### **3. Formal Strategies/Procedures for continuing problems**

In the event of ongoing or repeated problems, further action should be taken as follows:

1. The situation should be monitored closely by the member of staff involved who will coordinate assistance of other staff as appropriate.
2. Action should be taken to ensure that the child involved suffers from no adverse consequences and to verify and stop any bullying.
3. If further incidents occur, the perpetrator(s) should be spoken to by the school staff as appropriate. Every endeavour should be made to explain why bullying is wrong and to find ways to help the pupil change his/her behaviour.
4. The parents of the bullied child and the perpetrator will be contacted to discuss further action, which may include the sanctions/punishments outlined below.
5. All incidents and discussions with staff, children and/or parents should be recorded, in writing and filed on CPOMS.

### **4. Meaningful consequences in respect of continued bullying**

All staff involved will work together at all stages to agree and apply appropriate action, which may include:

1. Discussing matters and counselling the pupils involved
2. Involving and working with parents to agree strategies to tackle the problem
3. Restorative conversations
4. Various withdrawals of privileges
5. Extra work on rights and responsibilities
6. Support from external agencies, including PCSO
7. Fixed term exclusion from School
8. Permanent exclusion from School (in extreme cases as a last resort)

The Chair of Governors would be notified about any proposed suspension of a member of staff or permanent exclusion of a pupil.

### **5. Informal procedures for Staff (to be followed in all instances)**

1. The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
2. Form Tutors should be informed and involved immediately.
3. Seek advice from senior members of staff, if necessary.
4. Support should be given to both the victim and the bully. This may include taking action to help raise self esteem and feelings of self worth, understanding how actions affect others and learning how to cooperate.
5. The School's Positive Relationships and Engagement for Learning policy should be reinforced through classwork and assemblies.
6. If appropriate, pupils who feel they are being bullied should be counselled by their Form Tutor or member of pastoral team (Phase Leaders, Inclusion or Safeguarding Team) to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, pupils may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

### **6. Complaints from parents**

In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure (see Appendix 3).

This means that school should:

**Listen to what the parent has to say and get as much information as possible i.e.**

- Who are the children allegedly involved?
- Has there been one incident or does there seem to be an ongoing problem?
- What exactly has happened?

**Acknowledge the complaint and give assurance that the matter will be investigated as quickly, sensitively and as thoroughly as possible, in accordance with the School's Complaints Procedure.**

The member of staff should not be pressured into giving an instant judgement or explanation.

### **Appendix 3**

## **COMPLAINTS PROCEDURE FOR PARENTS**

### **1. INTRODUCTION**

Ravenshall School prides itself on the equality of the teaching and pastoral care provided to its pupils. If parents do have a complaint, however, they can expect it to be taken very seriously by the School and to be treated by the School in accordance with this procedure.

### **2. PROCEDURE**

#### **Stage 1 — Informal Resolution**

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint, in the first instance they should normally contact their child's Form tutor. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult a senior member of staff as appropriate.

Complaints made directly to the Headteacher will usually be referred to the relevant Form Tutor, unless they deem it to be so serious that it should be dealt with immediately under Stage 2 of this procedure (detailed below).

The Form Tutor will make a written record of all concerns and complaints on the day on which they are received and take immediate action to investigate the problem and develop strategies to resolve it. This may include involving other staff and co-ordinating a joint approach to the problem. Should the complaint not be resolved to the satisfaction of all parties within five working days, then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

#### **Stage 2 — Formal resolution**

If the complaint cannot be resolved on an informal basis, then parents should put their complaint in writing to the Headteacher. The Headteacher will decide, after considering the complaint, the appropriate course of action to take.

##### **Step 1**

In most cases, the Headteacher will meet/speak to the parents concerned, normally within three days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

##### **Step 2**

It may be necessary for the Headteacher to carry out further investigations. If the complaint is against a member of staff, they will be made aware of the complaint against them and the matter will be dealt with in accordance with the School's internal disciplinary procedure.

The Headteacher will keep written records of all meetings and interviews held in relation to the complaint.

##### **Step 3**

Once the Headteacher is satisfied that, so far as is reasonably practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headteacher will also give reasons for their decision.

**In the event that action is being taken in accordance with the School's Internal Disciplinary**

**procedure, Stage 2 of the Complaints Procedure will normally be suspended until the outcome of the Disciplinary procedure is known.**

If the complaint is still not resolved to the satisfaction of all parties, parents should proceed to Stage 3 of this procedure.

### **Stage 3 — Panel Hearing**

If parents seek to invoke Stage 3 (following a failure to reach an earlier solution), they will be referred to the Governor, who has been appointed to call hearings of the Complaints Panel. The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint. The Governor's will appoint the Panel, acknowledge the complaint and schedule a hearing to take place as soon as practicable.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars should be supplied to all parties not later than 24 hours prior to the hearing.

The parent(s) may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations. The Panel will write to the parents informing them of its decision and the reasons for it. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Headteacher and, where relevant, the person complained of.

**In the event that action is ongoing in accordance with the School's Internal Disciplinary Procedure, Stage 2 of the Complaints Procedure will normally be suspended until the outcome of the Disciplinary process is known.**

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential where possible.

<b>Change management log</b>		
<b>Version number</b>	<b>Changes</b>	<b>Date</b>
1.1	Updated format	11.9.23
1.2	Updated wording and formatting	04.11.24
1.3	Updated wording and formatting	04.09.25