



# Anti-Bullying Policy

## 2023 - 2024

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School-Specific Policy Next Review by:	Date: <b>July 2024</b>
Responsible for Policy: <b>Headteacher and Deputy Headteacher</b>	
Monitoring School-Specific Policy: <b>Headteacher, Deputy Headteacher and Designated Safeguarding Lead</b>	

**At Redhill School our culture and ethos are built on the values on honesty, kindness and respect. We aim to provide a safe learning environment for all members of our community where everyone feels able to enjoy their education, engage successfully with their learning and achieve. It is a place where all successes are recognised and rewarded. At Redhill we promote honesty, kindness and respect to help prevent bullying behaviours.**

### Philosophy

Redhill School is a positive learning environment where pupils receive guidance for both the present and future. This is achieved through the school's long tradition of caring for pupils. We understand that bullying can damage the current and future social, mental and emotional health of an individual. Redhill is a 'truly inclusive school' (OFSTED, 2007) where 'discrimination of any sort is not tolerated and students are taught to challenge any such behaviour' (OFSTED, 2011). We celebrate diversity and recognise it as a key strength of the school. This creates a safe, disciplined environment where all students can focus on learning and fulfil their potential.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Redhill School aims to ensure good relationships between, and good behaviour towards, all members of its community. This ensures that learning and personal development takes place in a climate of trust, safety and confidence where honesty, kindness and respect are central to all stakeholders.

### Aims and objectives:

This policy will outline the approach Redhill School has to prevent bullying. It will detail the role all stakeholders (staff, governors, pupils and parents) have in creating a culture where bullying is not tolerated and consistently challenged.

**Bullying behaviour will not be accepted at Redhill.**

## Understanding bullying

The Department for Education defines bullying as behaviour which:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants.

\*These incidents may take place in-person or via online platforms including telephone calls and messaging.

To maintain action against bullying, Redhill School will:

- through all means (including daily interactions, assemblies, tutor program, wider curriculum and associated policies) continually seek to **improve attitudes and behaviour**.
- ensure that **regular updates** are provided for all staff to raise and maintain awareness; disseminate up-to-date information; alert them to indicators which may suggest bullying and equip them with ways of responding to it.
- create and maintain an **atmosphere in which it is 'OK to tell'** – with every pupil understanding that the pastoral area is a key location for care, support and guidance.
- use the support of **outside agencies** where appropriate.
- ensure the **effective patrolling** of the school site, including toilets and lunch queues; secluded areas and the school gates at the beginning and end of the school day, between lessons and at break and lunch times.
- have '**safe spaces**' or **quiet spaces** for pupils at breaks or lunch-times.

- **record incidents** of bullying, **collect and analyse information** on the incidence, whereabouts and nature of bullying, taking full account of the views of pupils, parents and staff, to inform policy and practice.
- ensure that there is **prompt and thorough investigation** of reported incidents and that **follow-up action** on confirmed allegations of bullying is appropriate and sustained – this information can then be shared with Governors to ensure transparency.
- **promote positive action to prevent bullying behaviours where possible** through our PSHE program, tutor program, wider curriculum, peer-led support groups and related activities across the year within different subject areas.
- use **student, parent and staff surveys** to gain a perspective from all stakeholders about their views.
- use **positive peer pressure and peer support programs (peer mentors, anti-bullying ambassadors, prefects)**, involve pupils in befriending and mentoring schemes.
- use **other professionals** to work alongside teachers, pupils and parents in overcoming the impact of bullying.
- monitor the **latest popular developments in social media** to be alert and have understanding should there be incidents of **cyber-bullying**.

#### Procedures for dealing with bullying

At Redhill, we recognise that no one incident is the same and, therefore, that there is no fixed way to deal with bullying issues. Therefore, we have a wide range of strategies and interventions which we will use in order to support and address any issues. Parents should never take matters into their own hands and are advised to liaise with School in order to find an appropriate solution to the issues.

The following behaviours, when repeated over time, are bullying and, as such, will not be accepted by Redhill School:

- Making comments which belittle or intimidate members of the school and wider Redhill community.
- Making remarks of a sexual, racial, religious, discriminatory or homophobic nature.
- Using offensive language or gestures.
- Following or intimidating members of the Redhill community.
- Disrupting the learning of others.
- Uninvited or un-welcomed physical contact.
- Physical assault against any member of the Redhill community.
- Sending messages, e-mails or images which cause distress and posting inappropriate material on social media sites.
- Isolating individuals from groups.

## Reporting of concerns

It is crucial that any member of the school community who is experiencing bullying behaviour report it to a member of staff as quickly as possible. This would normally be their form tutor or member of the Pastoral Team (however it can be shared with any member of staff who the pupil trusts).

Redhill's first priority will be to address the issue with all parties involved. The person demonstrating the bullying behaviour will be spoken to quickly and given clear warning about future conduct and interactions whilst the investigation is ongoing. In our experience, it is incredibly rare that this advice will be ignored.

It is also not unusual for the person experiencing bullying behaviour to feel that it cannot be resolved by the school, or that school action will make the situation worse. This is not the case. Strong, co-ordinated and urgent action by the school does have an immediate and lasting impact. In our experience, pupils displaying bullying behaviour do not continue a campaign against students when they know the victim will immediately report them to a member of staff. Nevertheless, we recognise that it still takes great courage for a pupil to choose to speak out. There is no substitute for taking this action however. There is no greater deterrent for a person demonstrating bullying behaviour than a student who is willing to speak openly about what is happening to them. In the vast majority of cases, issues of this nature are resolved very quickly once they have been reported to us.

On very rare occasions, however, we see short-term improvements only for the perpetrator to start again some time later. It is crucial that the victim or their parent immediately reports such recurrences to us as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.

If bullying behaviours are exhibited or reported, we will investigate the matter thoroughly and make a judgement on which of the following strategies we believe will best allow for effective resolution:

- Discussion with key pupils involved and conflict resolution used.
- Behaviour of pupil demonstrating bullying behaviour discussed with key member of staff.
- Issues discussed with all pupils involved (including work on restorative strategies).
- Contact with parents of all parties affected.
- Parents invited in for a meeting where actions will be agreed.
- Monitoring report with Pastoral staff, Head of Year or member of SLT.
- Monitoring of unsupervised time.
- Loss of unsupervised time.
- Personalised learning outside of lessons.
- Meeting with a member of SLT where actions will be agreed.
- Fixed term suspension.
- Managed move.
- Permanent exclusion.

The member of staff leading the investigation, which will usually be the pupil's Head of Year, will maintain regular contact and provide updates to the parents or carers of pupils involved.

## Pupil Leadership

Pupils who experience bullying behaviour should be encouraged to let someone know, which is why we have developed and will continue to foster an atmosphere where it is 'OK to tell'. This ethos is established as part of Redhill's day-to-day running and we empower our pupils with the opportunity and responsibility of its message to ensure that every member of the School community can help to keep Redhill a safe and enjoyable learning environment for all.

This applies also to witnesses of bullying behaviour. A pupil should feel able to approach any member of staff about an incident.

Bullying may also be reported in the following ways:

- via peer mentors, prefects, anti-bullying ambassadors, form tutors, subject teachers and year team staff
- via the incident report forms located in the pastoral area

Pupils who witness bullying behaviour may feel unable to do anything because they are afraid or uncomfortable. Pupils must not take matters into their own hands to stop bullying; but they can take an active stand against bullying behaviour by:

- not allowing someone to be deliberately left out of a group.
- not smiling or laughing when someone is experiencing bullying behaviour.
- telling a member of staff what is happening (this can be any member of staff who the pupil feels comfortable talking to).
- encouraging the pupil who is experiencing bullying behaviour to join in with their activities or groups.
- telling the pupil who is demonstrating bullying behaviour to stop what they are doing.
- showing the pupil demonstrating bullying behaviour that they disapprove of his or her actions by modelling acceptable behaviour.

## Staff

- **Must never ignore suspected bullying behaviour** and pay attention to minor incidents around school and in classrooms. Often a calm enquiry acts as an effective intervention and may stop potential bullying. Any concerns should be logged with the pastoral team via e-mail and logged on CPOMS.
- **Staff should not make premature assumptions, listening carefully to all accounts.** Several pupils saying the same does not necessarily mean they are telling the truth; which is why a full investigation will take place whenever bullying behaviour is reported.
- **Adopting a problem-solving approach** may highlight the issue(s) which have caused pupils to fall-out with each other over. This enables all concerned to move

beyond justifying and defending themselves and to work out an effective solution as part of a private discussion or curriculum-led work.

- **Address issues through PSHE, assemblies, tutor program and subject curriculum** by identifying key areas / trigger points and building opportunities into their lessons which address these issues and provide opportunities for reflection and change.
- **Log all incidents and actions taken** - when a bullying incident is alleged or identified. The incident should be logged using CPOMS. Staff are also encouraged to follow this log up with an e-mail to the relevant Head of Year and Pastoral Support. **Staff must report all issues.**
- **Follow up**, shortly after intervention and some time after, to check that bullying behaviours have not resumed. As far as possible, staff will ensure that issues are resolved to the satisfaction of pupils, parents or carers (both those engaged in and experiencing bullying behaviour) and other staff who may have witnessed and reported incidents.
- Ensure that any **potential safeguarding concerns** around a bullying incident are passed on to the **Designated Safeguarding Lead** immediately.

### Parents and Carers

If you are aware that your child is experiencing bullying behaviour or feel that this may be the case do not wait and see if it will go away. Please contact school to raise your concern. Ask to speak to the Head of Year or Pastoral Support for the year group either by phone or using the e-mail contact section of the school website.

We advise parents not to:

- Ignore concerns that they have regarding bullying behaviour (whether they feel that their child is experiencing or demonstrating it). Reporting early to school is vital.
- Engage directly with the pupil demonstrating bullying behaviour (whether this be in person or via online platforms, including by telephone calls or messaging).
- Engage directly with the parents or carers of the pupil they believe is demonstrating bullying behaviour in a negative way (whether this be in person or via online platforms, including telephone calls or messaging).

## Curricular Strategy

The curriculum will be used to:

- raise awareness about bullying behaviours and the anti-bullying policy.
- increase understanding for victims and help build an anti-bullying ethos.
- teach pupils how constructively to manage their relationships with others.

\*Redhill's PSHE curriculum will be the main vehicle for delivery, but there will be wider curricular opportunities to explore these issues.

Through the curriculum, it is possible to explore such issues as:

- Why do people demonstrate bullying behaviour?
- How can we build a culture of respect?
- What does an inclusive society look like?
- How can we support those experiencing and demonstrating bullying behaviours?
- What are the effects of bullying behaviour on those experiencing, demonstrating and observing it?
- What can we do to prevent and stop bullying behaviours?

Our school culture & ethos, tutor program, assemblies and subject lessons (including, but not exclusively, PSHE) will contribute to raising pupils' awareness and understanding of the need to combat bullying behaviours by:

- allowing pupils to explore issues of equality, discrimination and oppressive behaviour.
- pupils being shown how to develop the skills, attitudes and knowledge to challenge behaviour that disadvantages individuals or groups and model acceptable behaviour.
- teachers to challenge pupils using conflict of opinion and values to further the learning of pupils; developing in pupils an understanding that not all conflicts can be resolved to everyone's satisfaction.
- teachers encouraging pupils to listen and to empathise with others.
- being appropriately assertive even though they may be involved in a situation which they are unfamiliar with.
- pupils being taught about a wide spectrum of relationships and how they need to develop them, with the main emphasis on how healthy friendships and relationships grow and are sustained.



## Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or in response to research, review or other events that have not previously been covered in depth. It will be formally reviewed annually (taking stakeholders views and opinions into account).

Monitoring of the policy will involve consideration of the following data: any reduction in the number of incidents referred for attention; monitoring individual pupils who have demonstrated or experienced bullying behaviours with a view to improved circumstances; positive feedback from parents & carers, students and staff; monitoring of the willingness in students to report instances of concern and tracking incidents to inform future decisions.