



**REDRUTH SCHOOL**

# **Anti-Bullying Policy**

**This policy was adopted July 2018**

**The policy is due for renewal July 2021**

**The name of the designated teacher is Mrs A Kettlewell**

## Redruth School

### ANTI-BULLYING POLICY

#### Aim

Our aim at Redruth School is for every member of the school community to feel happy, safe and secure.

#### Principles and Values

As a school we take bullying and its impact seriously. Students and parents/carers should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the School. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

#### Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

#### What Is Bullying?

“Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally hurts** another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often **motivated by prejudice** against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

(DfE, Preventing and tackling bullying. 2017)

“Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways,

it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections."

(DfE, Preventing and tackling bullying. 2017)

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	All areas of the Internet, including but not limited to; email, social media, text messaging and phone calls

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN (special educational needs) or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Nationality
- Mental Health
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, social areas, toilets, on the journey to and from the school, on residential trips and in cyberspace. It can take place in group activities and between families in the local community.

## **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Perceived popularity
- Anonymity – through the use of online bullying or using email, social networking sites, texts etc.
- Intelligence

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Students may not be aware that they are being bullied – for example, because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those students who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

## **Why is it Important to respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving without hurting others.

## **Bullying will be dealt with by:**

- Ensuring that **all** members of the Redruth School Community have the strength and knowledge to report without fear and apprehension. Students are encouraged to tell any adults they trust, or a 'Restorative Justice (RJ) mentor. Parents are encouraged to tell the form tutor or Pastoral Leader ensuring all types of bullying are dealt with in an appropriate manner. This may be through counselling of both parties, bringing parties together, tutor/year group activities, punishments, discussion with parents and outside agencies. For specific strategies and sanctions see the attached model and the Behaviour for Learning Policy.
- Applying fair, firm and consistent sanctions.
- Incidents that appear to have a racist or equal opportunities dimension will be logged.
- Including issues of bullying in the school's curriculum.
- Ensuring that all Peer Mentors/Prefects are identified, approachable at all times, and trustworthy.
- Restorative Justice Mentors are recruited and fully trained each year. They wear badges to identify them. They are based near the Oasis at breaks and lunch times.

- There is a proper system for reporting of bullying incidents (a member of staff should inform the students' Tutor and Pastoral Leader). In serious cases, a member of the Senior Leadership Team (SLT) must be informed.
- Incidents of bullying are recorded in SIMs separately to other forms of unwanted behaviour and reported to County via an annual report.
- The school council and tutor groups discuss the issues on bullying and ways of dealing with this on a regular basis.

### **Strategies for the Prevention of Bullying**

Through curriculum work on bullying we aim to achieve four very important objectives:

- We aim to raise awareness amongst pupils about bullying behaviour.
- We aim to question attitudes about bullying behaviour.
- We aim to increase the understanding of bullied pupils.
- We aim to help build an anti-bullying ethos in and out of school.

The most effective way we can deal with the problem of bullying is to create an environment that precludes it ever occurring.

### **We deliver the Anti-Bullying curriculum through our PSHE programme**

We use a wide range of resources, including:

- DVD's
- Plays
- Presentations
- PowerPoints

Students will spend 3 PHSE lessons in Year 7 directly on this issue, and revisit it every year, to raise awareness about bullying behaviour and the school Anti-Bullying Policy. This is known as the Redruth 'Bully-Free Form' programme.

Anti-bullying messages are reinforced throughout the school year as a theme in lessons, assemblies and by taking part in the National Anti-Bullying Week. Using teaching methods that actively promote co-operative behaviour and citizenship is one way of achieving this.

### **Restorative Justice Approach**

The bullied student is offered the chance to take part in a restorative justice process. This provides the opportunity for those directly affected by the bullying – the bullied and the bully – to communicate and agree how to deal with the offence and its consequences. The bullied pupil explains what impact the bullying has had on them, a discussion takes place which results in the offender making a practical amends to repair the damage – this usually includes an apology. This communication can help bullied students put the bullying behind them and be more satisfied with the outcome.

This process must be facilitated by an independent person (ideally the Pastoral Leader) and the ground work must be laid by them seeing both parties individually prior to the meeting.

## **Online Bullying**

### **The Problem**

Online bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend themselves.

### **Internet Traffic and Social Media Messaging**

All efforts are made to monitor internet traffic using the school server which is part of the South West Grid for Learning. We also use a filter blocking services (Lightspeed). Whilst we cannot monitor personal equipment should we have direct evidence of online bullying we may confiscate and investigate further. *Please refer to the school's ICT policy.*

### **Signs and Symptoms of bullying for Parents/Carers and Staff**

A student 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
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- 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 and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered

- change in attitude towards people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

### **A code of Conduct for Students**

- If you feel you are being bullied by email, text or online, do talk to someone you trust.
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Serious bullying should be reported to the police – for example threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Why not log into a chat room with a different user or ID or nickname? That way the bully won't know who you are. You could change your mobile phone number and only give it out to close friends.
- Contact the service provider (Mobile Phone Company, your internet provider) to tell them about the bullying. They may be able to track the bully down.
- Use blocking software – you can block instant messages from certain people or use mail filters to block emails from specific email addresses
- **Don't** reply to bullying or threatening text messages or emails – this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't** give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
- **Don't** ever give out passwords to your mobile, social networking or email accounts.
- **Remember** that sending abusive or threatening messages is against the law.
- **Don't** share any personal information or talk to strangers online.
- **Avoid** anonymous commenting on social media sites – this can be hurtful, damaging and nasty.

### **Consequences for offenders of Online Bullying**

Any online bullying misdemeanour will be treated very seriously by the school and dealt with under the school's behaviour for learning policy. *Please refer to the BfL Policy.*

### **Responding to Bullying**

In addition to promoting an anti-bullying ethos as preventative message against bullying we need a method for responding directly to bullying incidents. A record must be kept each time a bullying incident occurs. Brief details and the outcome should be recorded and placed in the pupils' files. This should include reference to strategies used.

## Contacts and help

**Anti-bullying Alliance** – the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issue [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Facebook Safety Centre – [www.facebook.com/safety](http://www.facebook.com/safety)

Report/Remove tags video – <http://youtube/CaJYQXiu3PY>

UK Safer Internet Centre – [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Childnet – [www.childnet.com](http://www.childnet.com)

Report abuse or grooming to CEOP – <http://ceop.police.uk>

Childline – advice and stories from children who have survived bullying 08000 1111  
[www.childline.org.uk](http://www.childline.org.uk)

Bullying Online – [www.bullying.co.uk](http://www.bullying.co.uk)

## Useful Sources of Information

**Stonewall** – the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen - [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Cyberbullying.org** – One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site.  
[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**The links below will give you information on safe Internet use:**

**Think you know** – the Child Exploitation and Online Protection Centre (CEOP) has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

[www.swgfl.org.uk/safety](http://www.swgfl.org.uk/safety)

**Tootoot** - Students can use Tootoot to report anything ranging from issues of bullying and cyber bullying, to questions about homework or worries about a friend.  
[www.cornwallredruth.tootoot.co.uk/login](http://www.cornwallredruth.tootoot.co.uk/login)