



## **Ribston Hall High School**

### **Anti-Bullying Policy**

Date of Policy:	November 2016
Person(s) responsible:	Assistant Headteacher
Date of next review:	November 2019

#### **Policy Statement**

Ribston Hall High School's Anti-Bullying policy is complementary to, and works with, a number of other policy documents and guidance within the school. Ribston Hall High School supports the right of all members of our community to learn and work in a safe, secure and supported environment where they feel free from fear of intimidation, harassment, victimisation or ridicule from any other individuals or groups of individuals. We recognise that bullying is prevalent in society and acknowledge that incidents do occur within settings where children and people live, work, learn and enjoy recreational time. **Ribston Hall regards all forms of bullying as unacceptable and will not be tolerated.**

#### **Policy Aims and Objectives**

To ensure that:

- All governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is.
- All governors, teaching and non-teaching staff, students and parents know what the school policy and procedures are on bullying and follow them when bullying is reported.

#### **Definition of Bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014).

#### **Conflict and bullying**

Conflict between students can lead to bullying. Conflict can arise due to personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individuals or groups of students. To prevent conflict developing into bullying, staff can use various procedures at their disposal including restorative justice. Vulnerable students may perceive a series of unrelated

low level instances of conflict as bullying. Students in such situations will require support of specific and continuous pastoral interventions from staff. This intervention will generally be led by the form tutor, supported by year heads and SLT link staff.

Bullying generally takes a number of forms:

- **Physical:** pushing, hitting, kicking, pinching, taking belongings, damaging personal property and other forms of violence or threats.
- **Verbal:** name calling, insulting, making offensive remarks, sarcasm, spreading rumours, persistent teasing, text messaging, emails or writing offensive graffiti.
- **Emotional:** exclusion from social groups, tormenting, ridicule, humiliation, harassment, (including following people and displaying intimidating body language), writing insulting graffiti about another person on property, furniture or buildings, using *personal* knowledge of another person to provoke a reaction, exclusion from social groups, verbal pressure to conform.
- **Racist:** racial taunts, graffiti gestures.
- **Sexual:** Unwanted physical contact or abusive comments.
- **Cyber:** bullying expressed via the use of Information Communications Technology such as social websites, cell phones, text messaging, photos video and email
- **Homophobic:** This is any hostile or offensive action carried out by a group or an individual against lesbians, gay males or bisexuals or those perceived to be lesbian, gay or bisexual. Homophobic bullying can take many forms including name calling, graffiti and excessive or relentless joking about a person's sexuality.

**Any of these forms of bullying can happen inside and outside of the school gates. Staff at Ribston Hall High School will not tolerate any of these forms, and recognise that action will need to be taken when this hinders the ability of any members of our community in any way.**

## **Anti-Bullying Procedures**

### **Aims and Objectives**

- To establish a culture where the prevention of bullying is the responsibility of everyone in school.
- To work with parents and the wider community to develop an holistic approach to tackling bullying and conflict between those affected.
- To understand the reasons why people bully and work to change their behaviour.
- To ensure that children and young people are protected from harm and are able to achieve their full potential in education.
- To ensure that students grow up healthily, physically and mentally, that they feel good about themselves and respect others.

- To develop the essential personal and social skills to help young people throughout life so that they become active citizens and participate in society.
- To educate, support or sanction, as appropriate, those who are guilty of bullying and initiating conflict, to enable them to think about the choices they have made and the consequences of their actions, with a view to changing their behaviour in the future.
- To help and support the victims of bullying.

#### **There will be evidence in the school of:**

- The anti-bullying policy, which is consistently followed.
- A recognition that bullying exists and must be dealt with, and incidents of bullying/racism/sexism/other serious incidents are recorded, monitored and, where necessary, reported to the Local Authority and the police.
- Parents being involved when appropriate.
- Students attempting to resolve incidents.
- Students being helped to develop skills to deal with bullying through the PINK curriculum in key stage 3.
- Students being asked to report incidents as soon as possible.

#### **Guidance for Staff**

- They recognise the different forms that bullying can take.
- Students are encouraged to share bullying incidents.
- Incidences are investigated.
- Serious incidents of bullying are reported and recorded in Progresso as either a negative or a neutral incident and acted on according to the school intervention procedure.
- Students are supported when they feel that they have been bullied.
- Strategies include dealing with the students who may engage in bullying others but also support the victims for example helping with assertiveness, social skills or friendship group.
- A restorative conversation takes place, when appropriate, to help the victim move forward and reduce the likelihood of incidents recurring.
- A safe area is made available for vulnerable students if requested. This, in most circumstances, will be short respite in Wellbeing.
- Inappropriate behaviour is assessed and dealt with in line with agreed strategies and policies highlighted in the intervention framework.
- Heads of Year and SLT involve the parents, as appropriate, in order to support students.
- Discussions take place within the classroom about issues relating to bullying and its effects.
- Assemblies, Curriculum Plus lessons and Tutor Time are held to highlight the issue.
- They respond positively when parents inform the school of any bullying that occurs and organise a discussion as appropriate- this should take place as soon as possible after the reported event.

- The Governors will be informed of bullying incidents as appropriate and data will be available to scrutinise at regular intervals during the academic year.
- Books and resources are available in the school that talk about bullying.

#### **Students should:**

- Always report anything they feel could be classed as bullying that they have experienced or witnessed to a member of staff, to their parents or to another student who can report it for them.
- Encourage the victim to tell someone.
- Show their disapproval of bullying and tell the bully to stop if it is safe to do so.

#### **Parents will ensure that:**

- They inform the school if they hear of bullying incidents.
- They support the school in the action it takes.

Parents and students are encouraged to use the School's complaints procedure if they feel that their concerns about bullying are not being addressed properly.

#### **Anti-bullying Procedures**

Through discussion work, through assemblies, the consideration of the effects of acts of bullying are considered upon the wellbeing of students and their academic achievements, the effect on the wider school community and the effect on society as a whole.

Reactions when a bullying incident occurs should avoid labelling people e.g. bullies, bullied etc. It should be remembered that the behaviour is unacceptable but that students have the capacity to retrieve the situation and successfully move forward.

Consideration should be given to the following:

- Strategies for resolution and support for all involved (Peer Mediation, Head of Year, Tutor, Subject Teachers, SLT).
- The safety of all parties involved, e.g. the appropriateness of exclusion/removal of individuals.
- The needs of the main protagonists.
- The responsibility of bystanders and colluders for their actions.
- Correct recording of incident in Progresso.
- Appropriate sanctions – see intervention framework.
- Multi agency approach in case of serious incident, including contact with Police.

## Sanctions

Appropriate sanctions will be imposed in line with Ribston Hall High School Behaviour policy and Intervention framework. Such behaviour will be taken seriously and students will be expected to take responsibility for their actions and modify their behaviour.

## Ribston Hall Intervention Framework



Classroom teachers have sole responsibility for everything that happens in their teaching environment. This framework is to ensure all members of the school community can **be the best they can be in Learning, Leadership and Life.**

### Intervention Strategies

<p><b>Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>• Use of praise and differentiated learning resources &amp; Homework</li> <li>• Verbal Warning</li> <li>• One-to-one conversation (reasoning and negotiation)</li> <li>• Move within seating plan (temporary or permanent)</li> <li>• Time out (short time ~5mins)</li> <li>• Set detention</li> <li>• Referral to Curriculum Lead (then use of Curriculum area report)</li> </ul> <p><b>Ensure ALL intervention is recorded using Progresso</b></p>	<p><b>Tutor</b></p> <ul style="list-style-type: none"> <li>• Monitor Progresso behaviour for their tutor group</li> <li>• One-to-one discussion with students (<b>recorded on Progresso as a neutral Behaviour event</b>)</li> <li>• Liaise and communicate with HOY regarding behaviour issues</li> <li>• Challenge and discuss attendance with tutees</li> </ul> <p><b>Ensure ALL intervention is recorded using Progresso</b></p>
<p><b>Curriculum Lead</b></p> <ul style="list-style-type: none"> <li>• Support the work of the classroom teacher</li> <li>• Verbal Warning</li> <li>• Extraction of student from lessons (short term)</li> <li>• Curriculum area report (used by the teacher monitored by the curriculum lead – parent notification)</li> <li>• School daytime or after-school detention</li> <li>• Referral to Head of Year</li> <li>• <b>Record communication with parents on Progresso (Neutral behaviour event)</b></li> </ul> <p><b>Ensure ALL intervention is recorded using Progresso</b></p>	<p><b>Head of Year</b></p> <ul style="list-style-type: none"> <li>• Liaison with Curriculum Lead</li> <li>• One-to-one conversation with student</li> <li>• Short term extraction from lessons</li> <li>• Head of Year report (with parent notification)</li> <li>• Parent contact</li> <li>• Parent Meeting</li> <li>• Liaise with Curriculum Lead regarding tutor/teaching group changes</li> <li>• Referral to Inclusion Team or SLT</li> <li>• <b>Record communication with parents on Progresso (Neutral behaviour event)</b></li> </ul> <p><b>Ensure ALL intervention is recorded using Progresso</b></p>

### SLT & Inclusion Team

- Liaison with all stakeholders
- Referral straight to SLT for: Safeguarding (DSL), Physical Violence, Drugs, Alcohol, Swearing at a member of staff, explicit refusal to follow staff request.
- Conversation with student (with witness)
- Parent contact
- Parent Meeting
- **Record communication with parents on Progresso (Neutral behaviour event)**
- Exclusion (Internal, fixed-term and permanent)
- Use of alternative provision and other outside support agencies

**Ensure ALL intervention is recorded using Progresso**