



The Robert Carre Trust

Anti-Bullying Policy

Statement of Intent

The Trust is committed to providing a caring, friendly and positive learning environment for all of our students so they are able to learn and achieve their potential within a positive learning atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Schools in the Trust are *TELLING* schools. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Definitions of Bullying

Bullying is the wilful, deliberate and conscious desire to hurt, threaten, intimidate or frighten someone else. The perpetrator does this in a way that is targeted, repeated and has intent. Bullying results in pain and distress to the victim either physically or mentally. To do this the perpetrator may have some sort of power over the victim, this is not always recognisable to a member of staff.

Bullying can take many different forms. Some one who is being bullied will often feel unable to stop it from happening. It may be carried out by one person or by a group. The person or people doing the bullying may be the same age, older, or younger than their victim.

Bullying can be:

- Emotional being unfriendly, spreading unpleasant rumours or stories, tormenting (e.g. hiding books, threatening gestures)
- Indirect excluding a person from a social group
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures, wearing of provocative badges or insignia
- Sexual unwanted physical contact or sexually abusive comments
- Disability focusing on disabilities
- Homophobic or transphobic
because of, or focusing on, the issue of sexuality or gender identity
- Verbal name-calling, sarcasm, teasing, insulting comments
- Cyber All areas of internet and social media platforms: such as email & internet chat room misuse; abuse or threats by text messaging & calls
Misuse of associated technology i.e. camera & video/voice recording facilities

Students with special educational needs, or disabilities are often at greater risk of being bullied both directly or indirectly and usually about their specific needs or disabilities. They are also often more vulnerable to cyber bullying.

Challenging bullying behaviours

Schools have a responsibility and duty to respond promptly and effectively to issues of bullying. Bullying is peer on peer abuse and is therefore a safeguarding concern.

The safety and happiness of students is paramount and victims of bullying may find their lives are miserable, they may suffer injury, they can be unhappy about coming to school and over time this could lead to a loss of self-confidence and self-esteem. Some victims may blame themselves for 'inviting' the bullying behaviour. A victim of bullying can have their concentration and learning affected and this can lead to them not flourishing or fulfilling their potential.

Objectives of this Policy

- As a Trust we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported;
- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is;
- All governors, teaching and non-teaching staff should know what the Trust policy is on bullying, and follow it when bullying is reported;
- All students and parents should know what the Trust policy is on bullying, and what they should do if bullying arises;

Role of Staff (Teaching and non-Teaching)

All staff will work to achieve these objectives with a consistent approach:

- Provide an environment where students feel accepted, valued and included;
- Promote positive relationships by showing through their own behaviour that it is better for everyone to respect and care for each other;
- Implement work on anti-bullying in PSHE where appropriate;
- Watch for signs of distress in students. This could include deterioration in work, late arrival, hanging back when lessons are over, 'illnesses', isolation, wanting to be with adults or aggression;
- Listen carefully to any student who reports a bullying incident and investigate it thoroughly. Where possible such discussions are held away from other students and managed discreetly;
- Deal with an incident themselves or refer it to the Form Tutor, Head of Year, SENCO where a student with additional needs is involved or person nominated by the student, as appropriate. In all cases the Head of Year (or SENCO where relevant) must be consulted before any other action is taken. If a student from another school is involved, the Head of Year or SENCO will contact that school. Records of the occurrence should be kept on the appropriate files;
- Where home-to-school transport is involved then the Head of Year/SENCO will follow the agreed local authority protocols and liaise with the School Transport team
- Involve parents wherever appropriate;
- Provide appropriate support to the victim. This might include access to counselling to enable victims to feel supported and/or the putting in place of measures to ensure the safety of the victim. Where appropriate, support for the victim will be sought from relevant outside agencies.
- The Trust recognises that perpetrators may also have underlying needs and appropriate support will also be provided to the perpetrator to enable them to address and modify their behaviour
- Praise and encourage co-operative, caring behaviour and use incidents of misbehaviour to teach the alternative, more socially caring ways of behaving.

Role of Students

Students will be encouraged to:

- To look out for signs of bullying amongst their peers and, if aware of possible bullying to encourage their peer to report the bullying to a parent, a trusted adult or member of school staff.
- To be prepared to speak out and not be afraid to expose those who are perpetrators;
- Not take the situation on alone but encourage and assist the victim to gain help and confidence from others; staff, peers and parents;
- Be prepared to take an active part in support plans and peer support groups.
- To be an active part of the solution by focusing on positive interactions with each other; showing respect for their peers in both word and action both inside and outside the classroom.
- To be willing to engage with restorative action and rebuild relationships where they have been affected.

Role of Parents

Bullying is an upsetting situation for a parent whether his/her child is the victim or the perpetrator. Schools within the Trust will not always involve parents in minor incidents ('minor' being defined as not persistently designed to undermine another person) but, where appropriate, will work alongside parents to achieve positive outcomes. If a bullying situation arises parents should:

- Try to establish what has happened without jumping to conclusions;
- Stay calm and supportive;
- Inform the school if the problem persists and they continue to be concerned;
- Not confront the bully or the bully's parents themselves;
- Discuss with their child how they could be verbally assertive without retaliating physically.
- Discuss short term coping strategies whilst the situation is being resolved;
- Monitor longer term outcomes to ensure resolution.

Role of Governors

Governors will:

- Monitor implementation and updating of the Anti-Bullying Policy.
- Review effectiveness of policy and protocols as part of their annual safeguarding monitoring and audit

Signs and Symptoms

A child 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 / public bus
- 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 school work
- 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
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures to Follow

- All allegations should be thoroughly investigated
- Avoid making premature assumptions
- Listen carefully to all accounts; several students telling the same story does not necessarily mean they are telling the truth
- Adopt a problem-solving approach, which move students on from justifying themselves or excusing exchanges as humorous banter
- Report bullying incidents to staff responsible – Form Tutor/ Head of Year/SENCO;
- All reports or incidents of bullying should be recorded. The record is to be completed by the person to whom the bullying related incident is reported, or the Pastoral Assistant Headteacher
- In serious or persistent cases of bullying the parents of the victim should be informed and will be asked to come in to a meeting to discuss the concerns and identify how the victim can be best supported;
- Where necessary the school will carry out a risk assessment to inform planning to support the victim
- The parents of the perpetrator(s) will also be informed and asked to come in to school to discuss sanctions and restorative action
Where appropriate the school reserves the right to involve the police and will support the decision of the victim to involve the police if they wish to do so
- Every attempt will be made to help the perpetrator(s) (bullies) change their behaviour.

All parties involved will be seen by the Head of Year/SENCO as soon as possible after the incident has been reported. Once the facts have been determined a course of action will be discussed and agreed with the victim. The planned action will also ensure that the perpetrator is supported to address and modify their behaviour.

What the victim can expect:

All support plans will be tailored to the individual concerned and will seek to take into account their concerns and wishes. Therefore, the list below is not exhaustive:

- To be listened to and to have their allegations investigated thoroughly by the Head of Year or SENCO
- To be supported in the weeks and months following an incidence of bullying
- To be able to access a safe place and/or key adult within school
- To discuss how the school can ensure they feel safe in school following an incidence of bullying and to have their concerns listened to

- To have any requests regarding changes to classes or to be considered sympathetically
- To have someone check on their progress at regular intervals afterwards
- To be offered access to counselling
- To be offered support from external agencies if appropriate
- To support them with involving the police if they wish to do so
- To support them in addressing cyber bullying through the appropriate agencies
- To be supported in restoring relationships with their peers if appropriate
- To be supported in building new relationships with peers
- To be supported to build their confidence and self-esteem
- To be supported with their learning where this has been impacted

What the perpetrator can expect:

There will be two strands to dealing with perpetrators: sanctions but, also support to ensure that behaviour is addressed and modified. We also recognise that underlying needs can be behind bullying and that these needs may need to be addressed before behaviour can be expected to change. The action taken will be determined by the needs of the individual and therefore the following list is not exhaustive:

- Interview with the Head of Year/SENCO and/or member of the SLT (Pastoral) where appropriate to discuss the allegations
- All allegations against them will be thoroughly investigated
- To be issued with a warning for a first minor offence and given the opportunity to learn from the incidence and to do differently in future encounters/exchanges with the victim
- Depending on the findings of the investigation the school reserves the right to apply more serious sanctions in line with their discipline policy up to and including fixed term or permanent exclusion
- Serious violence by a student could lead to a permanent exclusion.
- Contact with parents by phone and/or letter so they have the opportunity to work with the school in resolving any issues
- They will be given the opportunity to reflect on the impact of their behaviour and to apologise;
- Where possible, the students will be reconciled through restorative practice
- Where perpetrators do not respond to preventative / restorative strategies the school will take further action consistent with its discipline policy to deal with persistent and extended cases of bullying.
- The Trust and its schools reserve the right to involve the police where appropriate and will support the victim in reporting the matter to the police if they wish to do so
- Records and notes from interviews could therefore be shared with the police
- Other consequences may result for the perpetrator in the interest of ensuring the victim feels safe. For example, they may be restricted from accessing certain areas of school or have temporary restrictions placed on their free time.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;
- Any underlying needs will be investigated and appropriately identified to inform support plans
- To be given appropriate support to enable them to address anti-social behaviour and modify their behaviour

Prevention

- Respect and tolerance will be modelled by all members of staff within our school community;

- The PSHE and wider school curriculum will reinforce the school's expectations regarding anti-social behaviour and bullying;
- Appropriate assemblies will reinforce the importance of respect and tolerance;
- Inappropriate behaviour and language will be challenged;
- Students will be given the opportunity to understand why their behaviour is anti-social and to reflect on the consequences of that behaviour;
- The central school log will be used to monitor where the bullying takes place to ensure the safety of our students in all areas of the school.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Coram Children's Legal Centre Child Law	0300 330 5480
Coram Children's Legal Centre Education Law	0300 330 5485
info@kidscape.org.uk	020 7823 5430
Bullying Online	www.bullying.co.uk
For Young People:	
Childline	0800 111
Kooth (Counselling Online)	https://www.kooth.com

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Approved at the meeting of the Board on 24 February 2021

Next Review Date: March 2022 (annual)

Staff Responsible

Form Tutors
 Heads of Year
 SENCO if incident involves a student with SEND
 Head of Sixth Form
 Deputy Headteacher (CGS)/ Assistant Headteacher (KSHS)