



RICKMANSWORTH SCHOOL

Anti-Bullying Policy

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OVERVIEW

Purpose

Rickmansworth School is committed to working with staff, students, and parents/carers to create and maintain a school community where bullying is not tolerated. The school's anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our students and we will take steps to ensure their safety

Referenced Documents

Rickmansworth School – Behaviour for Learning Policy

Rickmansworth School – Equalities Action Plan / Policy

Rickmansworth School – Child Protection Policy

A reference copy of this document is kept on the shared drive and it will be brought to the attention of all members of staff.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.



Tony Walker
CHAIR OF GOVERNORS



Matthew Fletcher
HEADTEACHER

POLICY

1. Introduction

- 1.1. Our aim is to create an environment in which all members of the school community treat each other with respect and tolerance including the respect of difference and diversity. We believe that a caring and supportive atmosphere is the responsibility of all members of the school community.
- 1.2. This policy is to be read in conjunction with the Rickmansworth School Behaviour for Learning Policy.

2. Definition of Bullying

(See Behaviour for Learning Policy C4, Repeated after intervention C5, C6)

- 2.1. Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally** hurts another individual or group either physically or emotionally. *(DFE Preventing and tackling bullying. October 2014)*
- 2.2. Hurtful behaviour (See Behaviour for Learning Policy C3)
 - 2.2.1. We recognise that hurtful behaviour contributes to bullying and can take many different forms. It can be:
 - Physical (eg. nudging, pushing, jostling, punching, kicking, spitting).
 - Verbal (eg. name-calling, threatening, teasing, remarks referring to race, religion, gender, sexual orientation, pregnancy, special educational need or disability).
 - Indirect (eg. spreading rumours, exclusion, damage to property).
 - Cyber (eg. malicious phone calls or messages via emails, texts, social networking sites, any media platform or device).
- 2.3. Bullying behaviour of any kind is unacceptable. It is important that such behaviour is dealt with effectively, as it could affect the emotional and educational development of both the child who displays bullying behaviour and the child who has been bullied. Bullying will not be tolerated and will always be dealt with.
- 2.4. It is essential that we create a climate of trust and confidence in school. Students should feel able to speak out about bullying, secure in the knowledge that it will be dealt with effectively and sensitively. Students need to know that confiding in an adult about such an issue will make matters better and not worse.

2.5. Appendix 1 identifies a checklist to identify whether bullying has occurred. This checklist is located in all staff planners and offices.

3. Anticipate to Prevent

3.1. The School will:

3.1.1. Deliver lessons through Personal, Social, Health and Economic (PSHE_ Education and assemblies in order to raise students' awareness of the key issues (ie bullying; respect and relationships with others; cyber-bullying; LGBTQ+; equality; social rules; tolerance; how to respond to an incident).

3.1.2. Take responsibility for non-teaching parts of the day by having staff on duty.

3.1.3. Maintain an anti-bullying display board so that rules are highly visible and all students have access to them.

3.1.4. Deliver CPD to all staff on anti-bullying.

3.1.5. Review policy and discuss students' perception of bullying using the Student Voice (School Council group).

4. Communicate

4.1. The School will:

4.1.1. Ensure that students know where to go and who to speak to if bullying occurs and that both the child displaying bullying behaviour and the bullied child will receive support.

4.1.2. Liaise with parents via information evenings, school website and in the event of an incident to ensure they understand the anti-bullying procedure, understand that bullies often have their own problems and bullying may be a consequence of feelings provoked by wider events.

5. Respond

5.1. The School will:

5.1.1. Make it easy for students to report bullying and assure them that they will be listened to and incidents acted upon (including cyber-bullying and incidents that take place away from School where the well-being of students in our care is affected). Students are encouraged to

- speak to any member of staff
- speak to their parents or a trusted adult

- Use the report bullying page of the website
- Use the worry box on the student dashboard
- use the stopbullying@ email address

5.1.2. Deal with hurtful behaviour incidents before they have the potential to escalate.

5.1.3. Take action against students demonstrating bullying behaviour. It is important that something is done including short-term actions and support for both the bullied child and the child demonstrating bullying behaviour.

6. Procedure to tackle hurtful behaviour/allegation of bullying

6.1. The School's procedures for tackling hurtful behaviour / allegations of bullying are based on guidance from Herts for Learning as shown below. This guidance is displayed in all offices.

Stage	Action/Staff responsible	
1	Incident witnessed or reported (witnessed by staff, anti-bullying email, disclosure to staff member, disclosure reported by a parent, other adult or student)	
1a	When witnessed by a member of staff, a staff member uses 'Bullying/Hurtful Behaviour' checklist in planner to establish the type of behaviour. Staff to issue a C3 if behaviour is hurtful behaviour. Staff to refer to DoL via CPOMS if behaviour is deemed to be bullying.	
2	DoL completes investigation to confirm if the incident is hurtful behaviour or bullying.	
	Hurtful behaviour has occurred	Bullying has occurred
3	C3 is issued and logged on Progresso. Confirm on CPOMS why the incident was not bullying.	Issue C4 or C5 and log incident on Progresso. Confirm bullying on CPOMS

4	Parents informed via Progresso	Inform parents/carers involved by phone
5	Engage external agencies if necessary.	
6	Keep confidential records on CPOMS (both bullied child and the child demonstrating bullying behaviour).	
7	Provide appropriate support for both parties and monitor any future behaviour.	

7. Key Responsibilities

7.1. All staff have a responsibility to ensure the well-being of the students and staff within the school community. As such the role of different stakeholders is outlined below.

7.2. Student responsibilities

7.2.1. To ensure that difference and diversity is recognised and valued.

7.2.2. To respect all peers and to never deliberately act to hurt any peer either physically or emotionally.

7.2.3. To ensure that the procedure to report an incident should it occur is understood.

7.2.4. To report any incident that occurs whether it is to you or one of your peers.

7.3. Parent responsibilities

7.3.1. The School can only deal with incidents it is aware of, therefore concerns must be reported to a student's Form Tutor or Director of Learning as soon as practical.

7.4. Teacher responsibilities

7.4.1. To use the Anti-bullying Policy and procedure to issue consequences to those students demonstrating hurtful behaviour.

7.4.2. To refer confirmed instances of bullying to the Director of Learning for that year group.

7.4.3. To be vigilant in recognising when bullying may be occurring and understand that Bullying can be a form of Peer on Peer abuse as outlined in the Child Protection Policy.

7.4.4. To protect the well-being of all students and particularly those who are vulnerable.

7.4.5. To be aware of bullying incidents that have occurred so that you can best support the students involved.

7.5. Directors of Learning responsibilities

7.5.1. To use the Anti-bullying Policy to respond effectively to reports of hurtful behaviour/allegations of bullying.

7.5.2. To educate students through assemblies and PSHE, on how to prevent bullying and how to respond when bullying occurs.

7.5.3. To record bullying incidents on CPOMS and effectively monitor the welfare of students affected.

7.6. SLT responsibilities

7.6.1. To ensure that the policy is reviewed and in-line with DfE and Ofsted best practice guidance.

7.6.2. To ensure that the policy is used by all stakeholders in the school community.

7.6.3. To raise awareness of anti-bullying through assemblies and a safe school ethos.

7.6.4. To support the DoL in managing serious and persistent incidents of bullying.

7.6.5. To liaise with students via Student Parliament to monitor students perception of bullying.

7.7. Governors responsibilities

7.7.1. To review bullying incidents that have taken place and the support that has been put in place.

APPENDICES

Factors to help determine if incident constitutes bullying/hurtful behaviour

- Incident was bullying (all 3 amber warnings below confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator(s) exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

 - Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other
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