



**LAURUS
RYECROFT**

Anti-Bullying Policy

Author: M Vevers

Last reviewed: April 2022

Next Review Date : July 2024

What is bullying?

We believe that bullying is,

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is repeated and intentional. It is usually identity related. Bullying can also be an isolated incident where the emotional impact was significant to the individual involved.

Bullying can be,

- a) Physical - hitting, kicking, fighting, stealing, damaging belongings, Intimidating behaviour
- b) Verbal - calling names, threatening, teasing, insulting
- c) Emotional - leaving out, spreading rumours, humiliating, tormenting
- d) Cyber - threats, messages and images sent via technology including mobile technology

The Malicious Communications Act 1988 states that it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The wider search powers included in the Education Act 2011 give school staff powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Students can be bullied for a variety of reasons. Specific types of bullying include:

- **Disability**
- **Gender identity/reassignment/transphobia**
- **Pregnancy and Maternity**
- **Race**
- **Religion or Belief**
- **Sex**
- **Home circumstances**
- **SEN**
- **Sexual orientation/homophobia/biphobic/transphobic**

All of the above are protected characteristics under the Equality Act 2010.

Bullying can have a wide range of effects on everyone involved. For the person being bullied it can lead to low self esteem, depression and self exclusion (Mellor (DfEE) 1991). For the person bullying it is very likely that they have been or are being bullied themselves. Many bullies often go on to become criminals in later life (Olweus (DfEE) 1991).

How do we plan to prevent bullying?

- a) Promotion of a climate/ethos which values individuals and aims to develop self-discipline and respect for others
- b) Anti-bullying policy promoted throughout the curriculum. This includes assemblies, Citizenship lessons and is key to the computing Scheme of Work
- c) ICT Acceptable Use policy
- d) Promotion of peer support programmes e.g. Matrix, Prefects, House system
- e) Monitoring and evaluation of the current policy
- f) Anti-Bullying Policy available electronically and in school. Parents/carers are encouraged to discuss issues with their children
- g) Primary school liaison work, transition learning mentor input
- h) Promoting anti-bullying – A Charter for Action
- i) Providing staff training regarding ‘Anti-Bullying’ including the use of homophobic language

What do we do if bullying occurs?

- We deal with bullying in school - to the best of our ability
- Incidents of this nature that happen outside of school, would not normally be subject to the application of our Anti-Bullying Policy unless there is a direct impact within school
- We follow up reports and complaints
- We record all incidents of bullying internally

Incidents of bullying.

Actions may include:

Discussion with student; meeting between all involved (restorative justice appraisal); parents informed.

School sanctions

Likely to involve detentions, loss of social time.

Repeated incidents of bullying, either targeted at an individual or bullying of different students.

Actions may include:

Discussion with student; meeting between all involved (restorative justice appraisal); parental involvement; referrals to relevant support agencies.

School sanctions

Likely to involve detentions, loss of social time. Exclusions may be considered.

Continued and prolonged incidents of bullying.

Actions may include:

Discussions with student; meetings with those involved (restorative justice appraisal); parental involvement; referrals to relevant support agencies;

School sanctions

Likely to involve detentions, loss of social time, form change, lesson change. Fixed term exclusions are likely. A permanent exclusion could result.

Advice and guidance for staff in dealing with incidents of bullying

Rules

If you know or suspect a student has been bullied **DON'T IGNORE IT.**

Suggested methods of dealing with the situation according to your own professional judgement.

You should either:

- Deal with the situation yourself, this must then be reported to the Head of Year
- Report the incident to the Personal Tutor
- Refer to the Head of Year

Standard Procedure for dealing with a reported incident of bullying

1. The victim will be reassured that they have done absolutely the right thing in reporting the incident. They should also be informed that if they have been, or are being bullied that it is not their fault.

The victim will be given sufficient time and a comfortable, private space to write down and/or explain their concerns. They will also be informed that the matter will be dealt with and taken seriously. Serious consideration will be given to the outcome desired by the victim.

2. The alleged bully should be interviewed separately and he/she should write down or explain his/her response to the incident/accusations. Attempt to get the bully to see the situation from the victim's point of view.

If you do not intend to take the matter further

A formal warning should be made saying that further action or retaliation is deemed to be not only bullying but a serious challenge to authority and will be dealt with accordingly.

It is also useful to make the student aware of the next steps that have to be taken if the bullying does not stop,

Heads of Year will keep an accurate record of all bullying incidents. All incidents will be recorded, as per the categories listed previously

The Head of school has the right to discipline students for incidents of bullying which occur off the school premises and beyond the school day if this impacts within school.

STAFF INFORMATION

The principles of our Anti-Bullying Policy apply to all members of our school community.

Please report any incidents of bullying to a member of the Senior Leadership Team or the Chair of Governors.

This policy should be read in conjunction with: Acceptable Use Policy; Behaviour Policy; Safeguarding Policy; Single Equality Scheme.

Anti-Bullying – A Charter for Action

Name of School – Laurus Ryecroft

Name of Local Authority – **Tameside**

We are working with staff, students and parents/carers to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis. Good practice suggests the policy should be reviewed on average every three years.
- ✓ Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- ✓ Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.

_____ Chair of Governors

_____ Head of school

_____ Representative of students

_____ Date

Equality Impact Assessments

Names and titles of people involved with this assessment	Rachel Robinson Director of Inclusion												
Title of Policy – Anti bullying													
Impact assessment carried out with regard to identified characteristics	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Race</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion & belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>
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Summary of any issues/proposed changes	N/A												
Date	June 2022												
Date of next review	July 2024												