
ANTI BULLYING PROCEDURE



RÆDWALD
T · R · U · S · T

APPROVED BY CENTRAL LEADERSHIP IN:
FEBRUARY 2023

NEXT REVIEW DATE: FEBRUARY 2024

ANTI BULLYING PROCEDURE

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Central Leadership:	February 2023
Date Approved:	February 2023
Date to be Reviewed:	February 2024
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
-----------------------	---------------

Updates made:	Date:
Link to Mental Health Procedure added	6 th September 2023

TABLE OF CONTENTS

1. Objectives of this Policy	3
2. What Is Bullying?	3
3. Signs and Symptoms	4
4. Procedures	5
5. Prevention.....	5
6. Help Organisations.....	6
APPENDIX 1 – CYBERBULLYING POLICY	7

The Raedwald Trust is committed to providing safe, nurturing, friendly and personalised learning environments for all of our pupils to enable them to learn to the best of their abilities. Our mission is to provide a positive and inclusive school community where young people are encouraged to achieve high standards of progress and succeed in a supported and safe environment.

The Raedwald Trust values are: Integrity, Selflessness, Objectivity, Accountability, Openness, Honesty and Leadership.

1. Objectives of this Policy

- The Trust Leadership Teams, teaching and support staff, visitors, pupils and parents/carers will have an understanding of what bullying is.
- The Trust Leadership Teams, teaching, non-teaching staff and visitors will know and understand what the Raedwald Trust policy is on bullying, and the procedures to follow when bullying is reported.
- All pupils and parents will understand what the Raedwald Trust policy is on bullying, what they should do if bullying/carers arises, and how it will be dealt with
- Stopping violence and ensuring immediate physical safety is obviously our first priority, however we recognise that emotional bullying can be more damaging than physical
- To be read alongside the Raedwald Trust Mental Health Procedure.

2. 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
- can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video)
- 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
- might be motivated by actual differences between children, or perceived differences.
- 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.

‘Preventing and Tackling Bullying’, DfE, July 2017

Cyber-Bullying

- The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school.
- Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- See Appendix 1 for further information on cyber-bullying.

Bullying can be:

-
- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), isolating someone
 - Physical – pushing, kicking, hitting, punching or any use of violence
 - Racist – racial taunts, graffiti, gestures
 - Sexual – unwanted physical contact or sexually abusive comments
 - Homophobic - because of, or focussing on the issue of sexuality
 - Verbal – name-calling, sarcasm, spreading rumours (true or untrue), teasing, taunting, making someone the butt of jokes/comments
 - Religious – related to religious beliefs and practices
 - Cultural – related to cultural beliefs and practices
 - Cyber – use of information and communications technology, such as social media mobile phones and associated technology including spreading and editing of images without permission
 - Extorting money, cigarettes etc
 - Due to SEN or disabilities
 - Related to appearance of health conditions
 - Related to home circumstances
 - Due to disagreement and difference

3. Signs and Symptoms

A young person may indicate by signs or changes in behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a young person changes their behaviour in the following ways:

- is frightened of walking to or from school locations
- doesn't want to go on the public bus
- begs to be driven to school
- changes their usual routine
- has changes in moods
- is unwilling to go to school
- begins to truant
- runs away / goes missing
- says they are feeling unwell e.g. stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has monies continually "lost"
- has unexplained cuts or bruises
- 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 message is received or is constantly checking messages

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

4. Procedures

1. Pupils will be encouraged to report bullying incidents to staff. All pupils have a trusted adult that they can go to if they have any issues.
2. Pupil bystanders will be encouraged and supported to report any incidents of bullying that they have witnessed.
3. In cases of serious bullying, the incidents will be recorded by staff as a safeguarding cause for concern on an RT Safeguarding slip.
4. In all cases, parents/carers of both parties and home schools will be informed and the problem will be discussed (separately or together as appropriate).
5. If necessary and appropriate, police will be consulted.
6. The bullying incident will be investigated and strategies put in place to prevent it happening in the future.
7. All pupils involved in the incident (victim and perpetrator) will be provided with appropriate support if required.

The Head Teacher will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. They will report to the Central Leadership Team and CEO, and feedback to staff any action points arising to implement to improve practice.

Cyber Bullying:

- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so.
- This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.
- Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

5. Prevention

Measures that will be taken to prevent bullying within the Raedwald Trust include:

- Teaching about bullying as part of our Personal Development Curriculum (PSHE) programme

- participating in activities during anti-bullying week
- involving pupils in drawing up the anti-bullying charter for the Raedwald Trust
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying
- making up role-plays
- having discussions about bullying and why it matters in PSHE and other curriculum subjects
- provision of activities to build resilience, self-confidence and self esteem
- pupil awareness raising sessions on inappropriate use of the internet for bullying e.g. cyberbullying, sharing of nude and semi-nudes (previously known as sexting) and how to deal with incidents
- advice for parents/carers on inappropriate use of the internet for bullying e.g. cyberbullying, sharing of nude and semi-nudes (previously known as sexting) and how to deal with incidents, published on our school website
- involving staff in anti-bullying training activities including how to advise children and young people to stay safe online

6. Help Organisations

Childline www.childline.org.uk	0800 1111
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0207 713 0089
KIDSCAPE Website: www.kidscape.org.uk Email: parentsupport@kidscape.org.uk	0207 730 3300
Family Lives www.familylives.org.uk	0808 800 2222

APPENDIX 1 – CYBERBULLYING PROCEDURE

Young people have fully embraced the use of information and communication technologies for a variety of activities, including to maintain contact with friends and make new ones. Activities include sending e-mails, creating their own websites, posting intimate personal news in blogs (online interactive diaries), sending text messages and images via mobile phones, messaging each other through direct messaging, using vlogs, social media and games consoles.

While most interactions are positive, these technologies can be used to harass and intimidate others. This is known as cyber bullying.

Definition

- *Cyber bullying* is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another individual using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor.

- www.stopcyberbullying.org

The Raedwald Trust is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

Procedures

Staff at Raedwald Trust have the responsibility to ensure that:

- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the pupils.
- pupils are aware of the consequences of cyber bullying.
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises.
- all cases of cyber bullying are reported to the Head of School in the first instance, and responded to promptly.
- incidents of cyber bullying are treated in line with safeguarding procedures.
- there is supervision of technology that is effective for monitoring and deterring cyber bullying.

Pupils at Raedwald Trust have a responsibility to ensure that they:

- do not participate in cyber bullying.
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the curriculum program.
- do not breach the privacy of students, staff and members of the Raedwald Trust community through any unauthorised recording or filming.
- do not disseminate inappropriate information through digital media or other means.
- report incidents of cyber bullying to a member of staff.
- advise other pupils being victimised by cyber bullying to talk to an adult.
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying.

