ROYAL ALEXANDRA AND ALBERT SCHOOL

ANTI-BULLYING POLICY (INCLUDING CYBERBULLYING)

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all pupils and staff within the community. This policy should be read in conjunction with the Rewards and Behaviour Management Policy.

Policy applies to	School staff and pupils
Committee responsible	Pupil Matters
Governing Body approval required	No
Accountable Executive	Deputy Head Boarding & Pastoral
Status & Review Cycle	Non statutory, 3 yearly
Last approval	PM 09.11.21
Next approval	PM Autumn 2024

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Anti-bullying Statement

This policy should be read in conjunction with the Royal Alexandra and Albert Anti-Bullying Flow Chart.

Bullying is unacceptable. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Royal Alexandra and Albert will not tolerate bullying and has a responsibility to respond promptly and effectively to issues of bullying.

If bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively. Anyone (this includes pupils, teachers, support staff, parents/carers) who is aware that bullying is happening is expected to report this using the Royal Alexandra and Albert Anti-Bullying Flow Chart procedures.

We expect pupils to feel safe at RAAS, also, that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

Key Personnel

The Interim Headteacher is: James Malley
The Interim Executive Headteacher is: David Blow
Email: head@gatton-park.org.uk Telephone: 01737 649041

The Senior Leader responsible for Anti-bullying is the Deputy Head – Pastoral & Boarding:
Joe Gale
Email: joegale@gatton-park.org.uk Telephone: 01737 649046
The school nominated Anti-bullying lead is the Head of Middle School: Michael Brown
Email: michael.brown@gatton-park.org.uk Telephone: 01737 649059
The Nominated governor for Anti-bullying is the Chair of the Pupil Matters Pastoral Committee: Chris Green Telephone: 01737 649000

1 Introduction

1.1. This policy has been developed in conjunction with representatives of:

- The Senior Leadership Team
- The Governing Body
- Staff with specific responsibility for pastoral issues
- Pupils

1.2. This policy applies to all staff and pupils in the School.

1.3. The following areas of bullying are covered by this policy:

- Bullying related to race, religion and culture.
- Bullying related to Special Educational Needs or Disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers, looked after pupils or issues related to home circumstances.
- Sexist or sexual bullying.

- Bullying of school staff by pupils, parents or other staff members.

1.4. This policy has links to the following school policies and procedures:

- Equality policy
- Rewards and Behaviour management policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedure
- Staff Behaviour policy
- E-safety policy

1.5. References, Documents and related Policy/Guidance

National Documents

Equality Act (2010)
Preventing and Tackling Bullying – 2017 DFE Guidelines
Cyberbullying: advice for headteachers and school staff – DFE-00652-2014
Advice for parents and carers on cyber bullying - DFE-00655-2014
The Use and Effectiveness of Anti-Bullying Strategies in Schools – DfE-RR098
Inspecting schools: guide for maintained and academy schools – Ofsted 2019

2 Aims

2.1 We aim to create a culture of Upstanders; our community of pupils should know how to challenge or seek support to deal with unkindness and instances of bullying.

2.2 To educate pupils, staff and parents on what bullying is, how it can happen and what the consequences of bullying are.

2.3 To use effective systems of monitoring and identification of cases of bullying.

2.4 To respond quickly and effectively with proportionate measures to ensure bullying is not tolerated.

2.5 To prevent, de-escalate and/or stop any continuation of harmful behaviour.

2.6 To safeguard the pupil/staff member who has experienced bullying and to trigger sources of support for the pupil/staff member.

2.7 To apply disciplinary sanctions and restorative solution to the pupil(s)/person causing the bullying and ensure that they learn from the experience.

3   Definition

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. **The emphasis of investigations of incidents should move away from the notion of a 'victim' or a 'bully' but should explore the role of all parties involved in the bullying**. The same pupil may adopt different roles at different times. Other roles frequently identified are those that are upstanders, ring-leaders, assistants/associates, bystanders or defenders.

4   Forms of bullying

Bullying may take several forms: physical, verbal, non-verbal and indirect including use of mobile phones and personal computers. The following list highlights examples but not exhaustive:

- **Physical**: hitting, kicking, pushing, taking or damaging belongings.
- **Verbal**: name calling, taunting, mocking, making offensive comments, e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.
- **Indirect**: excluding people from social groups, spreading hurtful and untruthful rumours, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti.
- **Sexual bullying** occurs when bullying is motivated by a prejudice against someone's sexual or gender identity.
- **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **Cyberbullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

5 Vulnerable Groups

Royal Alexandra and Albert Staff must be aware of the vulnerability of particular groups of pupils with regard to bullying:

- **Children in Care** - Some pupils may report being treated differently by teachers and other pupils because of their 'care' status. Home placement changes which can mean arrival mid-term, without full uniform, lead to their increased vulnerability.
- **Disadvantaged pupils**
- **Traveller Groups**
- **Pupils with Special Educational Needs** - These pupils are two or three times more at risk of being bullied and also are more at risk of taking part in bullying others.
- **Pupils who are perceived to be gay, lesbian, bisexual or transgender** - Bullying may take place because of the pupil themselves or because of perceptions about their family, relatives or associates. National research has found that boys are more than twice as likely to report physical bullying compared to girls.
- **Pupils from Ethnic Minorities -** Bullying can be carried out by pupils from a different ethnic group as much as from pupils from a 'white' background. All racist incidents are recorded and follow the procedure as set out in Royal Alexandra and Albert School's Equality Policy.
- **Pupils with Disability -** Any incident of bullying linked to the disability of a pupil will be investigated fully following the procedures as set out in this policy.
- **Pupils that have ever had children's services involvement.**

6 Indications of bullying

There is a wide range of indicators which may identify that bullying is taking place:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or belongings, loss of appetite, stomach aches, headaches, bedwetting, etc.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual displays of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression, headaches, stomach aches, etc.
- **Behavioural:** asking to be accompanied to school, taking longer to get home from school, asking for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy, etc.

7 Proactive Measures - Strategies for Preventing Bullying

The school takes the following actions to discourage bullying:

7.1 The school aims to create a culture of Upstanders and educate pupils on how to act with integrity and respond to incidents of unkindness and bullying with confidence.

7.2 Trained Anti-Bullying Ambassadors are empowered to lead positive changes in attitudes, behaviours, and cultures of bullying by building skills and confidence to address different situations both on and offline

7.3 Opportunities for pupils to discuss bullying with peers in a range of structured drop-in sessions hosted by anti-bullying ambassadors.

7.4 Opportunities for pupils to discuss bullying and to practise interpersonal skills in a range of subjects throughout the curriculum are provided

7.5 A structured tutorial system operates

7.6 Pupils are familiarised with the school's policy on bullying as part of PSHE in the first term of Year 7. In the case of the Junior school pupils are familiarised with the policy with their class teachers each year

7.7 E-safety lessons are delivered as part of ICT delivery and through assemblies

7.8 Learning Coaches are attached to all Year 7 Tutor Groups in the early stages of induction and stay with them throughout the year

7.9 Pupil mentors are, if appropriate, appointed to work with pupils reporting bullying

7.10 Potential victims are identified at an early stage and monitored closely

7.11 Pupils are given the opportunity to inform the school of any matters of concern as outlined on each tutor and house notice board

7.12 All subjects encourage tolerance and respect for others through group, pair work, discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds

7.13 All staff are made aware of the School's policy and procedures for dealing with bullying incidents

7.14 Duty staff supervise the School at breaks and lunchtimes and there are also supervised rooms within boarding houses available for pupils

7.15 A range of supervised activities are available at lunchtimes

7.16 Bullying as an issue is covered in curriculum areas such as English, Drama, Citizenship and Assemblies. The approaches adopted in these areas are consistent with the School's policy on bullying and emphasise the responsibility of all to speak out against it

7.17 Anti-Bullying Week is held annually in November and led by Anti-Bullying Ambassadors with support from staff.

7.18 Each child has a tutor who they see every day.

7.19 Any allegations of bullying will be investigated thoroughly using the bullying investigation log with a designated pastoral leader.

7.20 Any incidents of bullying will be logged on Class Charts and SIMS and with the Senior Leader responsible for Anti-bullying.

7.21 The Bullying log is checked regularly by the Governors.

7.22 Staff will receive training in identifying cyber bullying and understanding their responsibilities. The responsible member of the SLT will liaise with the Head of ICT on this matter.

7.23 All staff will be helped to keep up to date with the technologies that children are using.

7.24 Pupils will be educated about cyber bullying through a variety of means: assemblies, Anti-bullying Week, projects (ICT and Citizenship), etc.

7.25 Staff, Pupils and Parents will sign an Acceptable Use Policy ('AUP') when logging on to the School system. Parents will be asked to confirm that they have discussed the AUP contents with their children.

7.26 Parents will be provided with information and advice on cyber bullying via literature, talks, etc.

8 Key Stakeholders

Pupils/staff members who experience or witness bullying will feel/know that:

- that Upstanding behaviour is celebrated and rewarded
- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to make them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others
- they can prevent bullying by reporting it

Pupils/people who engage in bullying behaviour will:

- receive sanctions and other restorative strategies which hold them to account for their behaviour and help them face up to the harm which they have caused
- learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- learn how they can take steps to repair the harm which they have caused.

Parents will:

- be clear that the school does not tolerate bullying
- be aware of procedures to use if they are concerned about bullying through the Anti-Bullying Flow Chart.
- have confidence that the school will take any complaint about bullying seriously and will investigate/resolve as necessary and the school systems will deal with the bullying in a way which protects their child
- be clear about ways in which they can feedback to the school regarding anti-bullying procedures by, for example, belonging to a Parents' Forum – Partnership with Parents.

Key Staff members will:

- know that Royal Alexandra and Albert believes in reinforcing a zero tolerance of bullying, including the bullying of pupils by pupils, pupils by staff, school staff by pupils, parents or others
- be aware of the importance of modelling positive relationships by their behaviour towards pupils and parents

- follow the Anti-Bullying Flow Chart. **It is the responsibility of <u>all</u> Royal Alexandra and Albert staff to act immediately upon information given to them about any incident of bullying**
- receive training in Restorative Justice Approaches which may be used, as appropriate, to agree actions to be taken in order to mend relationships and end bullying.

9   Reporting Bullying

<u>**If any person suspects bullying, they should notify the school using the procedures set out in the Royal Alexandra and Albert Anti-Bullying Flow Chart.**</u> *Please refer to page 11.*

Pupils and parents are encouraged to report bullying in confidence using any one of a variety of methods. This may be anonymous.

Who to contact?
- Senior Leader with responsibility for Anti-Bullying – Deputy Head: Boarding & Pastoral
- Head of Junior, Head of Middle/Upper School or Director of Sixth Form
- Tutor, teacher or Head of Year
- Parents
- Email STOP@gatton-park.org.uk
- Worry box outside social inclusion area.

All incidents of bullying must be investigated using the bullying investigation log and recorded on the school SIMS system as shown in the Royal Alexandra and Albert Anti-Bullying Flow chart. The guidance as outlined in the Equality Act (2010) will be followed closely should a bullying incident fall within these categories.

10   Support for the person being bullied

The School will:
- Offer emotional support; reassure them that they have done the right thing in disclosing.
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff.
- Advise the person to consider what information they have in the public domain.
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number.
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively the School will contact the host provider and make a report to get the content taken down.
- If appropriate confiscate the mobile phone and ask pupil to delete the offending content and say who they have sent it on to.
- Contact the police in cases of actual/suspected illegal content.
- If appropriate assist the person being bullied to block the person bullying from their sites and services.

11 Investigation

11.1 All instances of bullying should be referred for investigation to the pupil's Head of Year, Head of School or Head of House. If necessary the matter will be referred for further investigation to the SLT. The lead of the investigation should use the bullying investigation form and all investigations should follow the flow chart contained in this policy.

11.2 **Cyberbullying**: Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save whole email messages. If images are involved, determine whether they might be illegal or raise safeguarding concerns. This will be decided by the Safeguarding team. Identify the bully.

11.3 Any allegations against staff should be reported to the Headteacher.

12 Legal duties and powers

- The School has a duty to protect all its members and provide a safe, healthy environment.
- The Headteacher has the power 'to such extent as is reasonable' to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. (Education and Inspections Act 2006).
- School staff may request a pupil to reveal a message or other phone/electronic device content and may search and confiscate the phone/electronic device if they have 'good reason' to do so. (Searching, Screening and Confiscation, February 2014)
- Some cyber bullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

13 Monitoring and Evaluation

Monitoring and evaluation of the effectiveness of the Anti-Bullying Policy should be:
- By the School Anti-Bullying Lead and Senior Leader responsible for anti-bullying who checks all bullying incidents according to the 'Royal Alexandra and Albert Anti-Bullying Flowchart'
- By the Anti-Bullying Governor who receives any concern according to the 'Royal Alexandra and Albert Anti-Bullying Flowchart'
- Through the use of Pupils' surveys annually
- By the Pupil Matters Pastoral Sub Committee that checks the anti-bullying records termly
- By Governors talking to parents and pupils on their perception of effectiveness of anti-bullying procedures on visits to the school and reporting in their notes of visit.

HELP ORGANISATIONS:

Surrey CC Social Care and Health: How to beat the bullies - in person and online. [Link accessed by clicking here](#).

KIDSCAPE Parents Helpline (Mon-Weds, 09:30-14:30) 020 7823 5430

Family Live confidential and free advice: https://www.familylives.org.uk/ 0808 800 2222
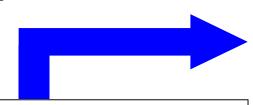
Parent Info: provides content from the leading experts and organisations in a range of fields
    http://parentinfo.org/

Diana Foundation Anti-Bullying: https://diana-award.org.uk/anti-bullying/

Anti-Bullying Alliance: https://www.anti-bullyingalliance.org.uk/

Surrey County Council support for parents and families: https://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/support-for-young-people-and-their-families/how-to-beat-the-bullies-in-person-and-online

Royal Alexandra and Albert Anti-Bullying Flow Chart

Incident(s) Reported
Recorded by Pastoral Leader using bullying investigation form
(Include pupil details, place, time, type of incident for analysis

Parents and pupils involved informed
HoY and Tutor/Teacher/TA informed
SLT Lead informed
Gov informed if racial bullying

1 school day

Zero tolerance Anti Bullying Culture

We encourage all to report any concern.

Who to contact:

- Senior Leader responsible for Anti-Bullying – Deputy Head: Boarding & Pastoral
- Tutor, Teacher, Head of Year, or Head of House
- Email STOP@gatton-park.org.uk
- Worry box outside Social Inclusion Area or in any of the boarding houses

Investigation
Bullying investigation form updated
Facts established, actively identify Upstanding behaviour, pupils involved spoken to separately, statements taken and understood

Parents and pupils involved informed
SLT lead informed
Governor informed if racial bullying
Recorded by SLT lead

Up to 2 school days

Pro-active strategies

Aim to create a culture of Upstanders
Curriculum dedicated learning to tackle bullying
Tutor programme – including Votes for Schools debates
Social development programme
Support programmes for vulnerable groups
Anti-Bullying Ambassador training and campaigns
Anti-Bullying Week and Mental Health to tackle sigma and improve awareness

Action short term
Coordination with SLT lead when taking action
Sanction:
Reprimand, reward Upstanders, contract, Social time removal, exclusion, Police

Restorative approach:
Pair, group, with parents, with police

Victim support and objectives for perpetrator put in place and documented

Parents and pupils involved informed of action
SLT lead updated
Gov informed if racial bullying through yearly report
Recorded by SLT lead

Issue Resolved

Action longer term

- Referral by SLT to the Health and Welfare Group
- Regular review by Anti-Bullying Ambassadors
- Older pupil mentor assigned
- Counselling or appropriate emotional support plan.

CHECKING (with parents and pupils)

After 1 week	Investigating Pastoral Leader
After 4 weeks	Investigating Pastoral Leader
After 3 months	Check by Senior Leader responsible for Anti-Bullying

If checking shows unresolved issue, it gets investigated for more action.

<u>Bullying Investigation Protocol</u>

Name of person reporting:	
Name(s) of Victim(s):	
Name(s) of Aggressor(s):	Click or tap here to enter text.
Name(s) of Witness(es):	Click or tap here to enter text.
Date of report:	

Stage 1

Communication	Date
Head of House	Click or tap to enter a date.
Head of School / SKI	Click or tap to enter a date.
Parents	Click or tap to enter a date.
Deputy Head (Pastoral)	Click or tap to enter a date.
Other:	Click or tap to enter a date.

Assessment Details:

Click or tap here to enter text.

1) Substantiated	
a. Physical	☐
b. Verbal	☐
c. Emotional	☐
d. Cyber-bullying	☐
2) Unsubstantiated (no balance of probability)	☐
3) Unfounded (no evidence of any mis-doing)	☐
4) Other category of behaviour (see assessment)	☐

Actions in the case of 2, 3, or 4:

Click or tap here to enter text.

In the case of a Substantiated concern: move to Stage 2 (over the page)

Stage 2 – share information with LA to update log
Details of Sanction:
Click or tap here to enter text.
Details of Restorative Intervention:
Click or tap here to enter text.
Date of formal communication to parents:
Click or tap to enter a date.
Date for follow-up:
Click or tap to enter a date.
Sign-off (Deputy Head Boarding & Pastoral):