

# 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 students and staff within the community. This policy should be read in conjunction with the Rewards and Behaviour Management Policy.

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<b>Policy applies to</b>	School staff and students
<b>Governing Body approval required</b>	No
<b>Accountable Executive</b>	Deputy Head - Achievement, Standards & Inclusion
<b>Status &amp; Review Cycle</b>	Non statutory 3 yearly
<b>Last approval</b>	02.09.24
<b>Next approval</b>	September 2027

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## 1. Anti-bullying Statement

We strive to develop a culture of respect, where students demonstrate integrity in doing the right thing and have the courage to challenge those who are not.

We recognise that bullying happens in all areas of society but we have a firm view that bullying is unacceptable. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. 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 students should be able to report incidents and feel confident that they will be dealt with promptly and effectively. Anyone (this includes students, teachers, support staff, parents/carers) who is aware that bullying is happening is expected to report this to a member of staff. Students can also report cases via our [STOP@gatton-park.org.uk](mailto:STOP@gatton-park.org.uk) email address or an anonymous form accessible via QR codes displayed in school and boarding houses.

**We expect students 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 Headteacher is:** Morgan Thomas

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**The Senior Leader responsible for Anti-bullying is the Deputy Head: Achievement, Standards & Inclusion**

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**The Nominated governor for Anti-bullying is the Chair of Governors**

## 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
- Students

1.2. This policy applies to all staff and students 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 students or issues related to home circumstances.
- Sexist or sexual bullying.
- Bullying of school staff by students, 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. National Documents that have been referred in constructing this policy include: 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 cyberbullying - DFE-00655-2014; The Use and Effectiveness of Anti-Bullying Strategies in Schools – DfE-RR098.

## 2. Aims

- We strive to inculcate a culture of Upstanders; our community of students should know how to challenge or seek support to deal with unkindness and instances of bullying.
- To educate students, staff and parents on what bullying is, how it can happen and what the consequences of bullying are.
- To use effective systems of monitoring and identification of cases of bullying.
- To respond quickly and effectively with proportionate measures to ensure bullying is not tolerated.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To safeguard the student/staff member who has experienced bullying and to trigger sources of support for the student/staff member.
- To apply consequences and restorative solutions to the student(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, and usually involves an imbalance of power’.

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 student may adopt different roles at different times. Other roles frequently identified are those that are upstanders, ring-leaders, assistants/associates, bystanders or defenders.

At Royal Alexandra & Albert School we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our core values.

An Upstander is someone who consistently does the right thing, no matter who is watching.

A Bystander is someone who does not want, know or feel confident enough to do the right thing.

In their time at Royal Alexandra & Albert School students will be taught about the importance of respecting others and of acting with integrity by ‘doing the right thing’; we aim for as many of our students to demonstrate courage and be Upstanders as possible.

#### 3.1. 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** . The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyberbullying 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. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

### **3.2. Vulnerable Groups**

Royal Alexandra and Albert Staff must be aware of the vulnerability of particular groups of students with regard to bullying. These include: Children in Care; disadvantaged students; traveller groups; students with Special Educational Needs; students who are perceived to be gay, lesbian, bisexual or transgender; students from Ethnic Minorities; students with Disability; students that have ever had children's services involvement.

## **4. Proactive Measures: Strategies for Preventing Bullying**

The school takes the following actions to discourage bullying:

- The school aims to create a culture of Upstanders and educate students on how to act with integrity and respond to incidents of unkindness and bullying with confidence.
- 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
- Opportunities for students to discuss bullying with peers in a range of structured drop-in sessions hosted by anti-bullying ambassadors.
- Opportunities for students to discuss bullying and to practise interpersonal skills in a range of subjects throughout the curriculum are provided
- A structured tutorial system operates
- Students 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 students are familiarised with the policy with their class teachers each year
- E-safety lessons are delivered as part of ICT delivery and through assemblies
- Mentors are, if appropriate, appointed to work with students reporting bullying
- Potential victims are identified at an early stage and monitored closely
- Students are given the opportunity to inform the school of any matters of concern as outlined on each tutor and house notice board
- 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
- All staff are made aware of the School's policy and procedures for dealing with bullying incidents
- Duty staff supervise the school site at breaks and lunchtimes and there are also supervised rooms within boarding houses available for students
- Bullying as an issue is covered in curriculum areas such as English, Drama, Personal Development 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
- Anti-Bullying Week is held annually in November and led by Anti-Bullying Ambassadors with support from staff.
- Each child has a Tutor who they see every day.
- Any allegations of bullying will be investigated thoroughly using the bullying investigation log with a designated pastoral leader.
- Any incidents of bullying will be logged using our school systems of Go4Schools and/or CPOMs.
- The lead Governor for Anti-Bullying is regularly updated on incidents of bullying.
- Staff will receive training in identifying cyberbullying and understanding their responsibilities.

- All staff will be helped to keep up to date with the technologies that children are using.
- Students will be educated about cyberbullying through a variety of means: assemblies, Anti-bullying Week, projects.
- Staff, students 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.
- Parents will be provided with information and advice on cyberbullying via literature, talks, etc.

## Key Stakeholders

Students/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

Students/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
- 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 give 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 students by students, students by staff, school staff by students, parents or others
- be aware of the importance of modelling positive relationships by their behaviour towards students and parents
- follow the Anti-Bullying Flow Chart. **It is the responsibility of all Royal Alexandra and Albert staff to act immediately upon information given to them about any incident of bullying**

## Reporting Bullying

**If any person suspects bullying, they should notify the school immediately.**

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

## Who to contact?

- Tutor, Teacher or Year Leader
- Boarding Tutor or Head of House
- AHT Director of Standards: KS3 / KS4
- Head of Juniors
- AHT Director of Learning KS5
- Senior Leader with responsibility for Anti-Bullying – Deputy Head: Achievement, Standards & Inclusion
- Parents
- Email [STOP@gatton-park.org.uk](mailto:STOP@gatton-park.org.uk)

All incidents of bullying must be investigated using the bullying investigation log and recorded on the appropriate school system. The guidance as outlined in the Equality Act (2010) will be followed closely should a bullying incident fall within these categories.

## Support for the person being bullied

The School will use one or more of the following strategies:

- Offer emotional support; reassure them that they have done the right thing in disclosing.
- Offer emotional support in key locations and safe spaces for students to attend at specified times.
- 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 student 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.

## Investigation

- All instances of bullying should be referred for investigation to the student's Year Leader, Director of Standards or Head of House.
- Students should be advised to preserve evidence and a record of abuse in cases of cyberbullying ; 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.
- **Staff and adults should understand that viewing any nude or semi-nude images of children is an offence** and should take all steps possible to avoid this happening whilst investigating or supporting reporting students to preserve evidence. Any cases where there are safeguarding concerns should be reported to the safeguarding team using school processes.
- Where incidents that happen outside school but have subsequently had significant impact in school, we may investigate these and, in conjunction with the parents and the local police, take appropriate action.

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

### **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 students 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 student 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 cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

### **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
- By the nominated Governor for Anti-Bullying
- Through the use of students' surveys annually
- By Governors talking to parents and students on their perception of effectiveness of anti-bullying procedures on visits to the school and reporting in their notes of visit.



## 5. Supporting organisations and guidance:

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk) • DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- LGBT
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/education](http://www.srtrc.org/education)