



**RAYNVILLE**  
ACADEMY

# Anti-Bullying Policy

<b>Approved by:</b>	Raynville LGB		
<b>Responsible department:</b>	Raynville Academy - SLT		
<b>Last review date:</b>	January 2023	<b>Last reviewed by:</b>	Leadership team
<b>Last updated:</b>	January 2023	<b>Last updated by:</b>	Leadership team
<b>Next review due:</b>	January 2024		

### **Statement of intent:**

We are committed to providing a fair, nurturing and safe environment for all of our pupils so they can grow, play and learn. Bullying of any kind is unacceptable at our school, and we are unswerving in our duty to challenge unfair, prejudiced or negative attitudes and behaviours.

### **We are a TELLING school.**

This means that anyone who knows that bullying is happening is expected to tell the appropriate person. No person within Raynville community is permitted to turn a blind eye or stay quiet in the hope that the situation will change by itself. The school will endeavour to support pupils even when the bullying or harassment is happening outside school.

### **What is bullying?**

All inappropriate behaviour is challenged and addressed at Raynville, but not all poor behaviour is bullying.

Bullying is the deliberate and repeated use of aggression with the intention of hurting another person. Bystanders can be bullies by making the active bully feel as if what they are doing is right. Bullying results in pain and distress to the victim.

Bullying can be:

<b>Type:</b>	<b>Examples:</b>
<b>Emotional</b>	being unfriendly, excluding, tormenting
<b>Physical</b>	pushing, kicking, hitting, punching or any use of violence
<b>Racist</b>	racial taunts, graffiti, gestures
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments
<b>Homophobic</b>	Because of, or focussing on sexuality or gender
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber</b>	Using technology to harm another person, eg texting, mobile devices, email, internet, cameras
<b>Disability/SEN</b>	Focusing on learning or physical differences

In line with the national guidance in Keeping Children Safe in Education we ensure staff, children and parents understand our shared duty to ensure children respect themselves and others, including:

- Consent, e.g., asking permission to hold someone's hand, touch their hair, share a resource etc.
- Protective characteristics in line with the national Diversity Strategy e.g., sex, gender, sexual orientation, race, colour, nationality, ethnic or national origin, disability, religion or belief, marriage, or civil partnership family status etc.

### **Why is it important to respond to bullying?**

Bullying hurts and can have long term repercussions. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect, fairness, and dignity. Pupils who are bullying need to learn to change their behaviour. We have a responsibility to respond promptly and effectively to issues of bullying, and to foster good mental health and social skills for our pupils.

### **Objectives of this policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, and how we tackle it.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- Bullying will not be tolerated, and procedures will be used effectively and fairly when issues arise.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that she or he is being bullied. Adults should be aware of these possible signs and investigate if a child:

- Is unwilling to go to school.
- Is frightened of walking to or from school.
- Begs to be driven to school.
- Changes their usual routine.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide, self-harms or runs away.
- Cries themselves to sleep or begins to have nightmares.
- Regularly feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with damaged books, clothes or property missing.
- Asks for money or steals money (to pay the bully).
- Has unexplained cuts and bruises.
- Comes home starving (bully has taken their lunch).
- Becomes aggressive, disruptive, or unreasonable.
- Begins to talk in an angry way.
- Begins bullying other children, siblings, or pets.
- Stops eating or binges.
- Is frightened to say what's wrong.
- Gives improbable excuses for the above.
- Is afraid to use the internet or mobile.
- Is nervous & jumpy when a cyber message is received.

Of course, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Much of the above might indicate child protection issues, and reporting concerns to our designated staff should be considered (Andrew Midgley, Gina Balsdon and Jo Briscoe). See Child Protection Policy.

### **How do we try to prevent bullying at Raynville?**

- Ensuring good supervision of the children.
- Abiding by our school rules.
- Following Restorative Practice procedures to help air issues and find solutions at a child led level.
- Discussing bullying and harassment in school council and team meetings and encouraging the pupils to collaborate with our anti-bullying systems.
- Teaching and praising good behaviour and positive social skills.
- Exploring stories, poems and plays about bullying.
- Having circle time discussions about bullying, and why it matters.
- Taking part in local and national events.
- Developing our awareness of similarity and difference by inviting diverse visitors to school.

### **What do we do if bullying does occur?**

Unfortunately bullying does happen from time to time, and at Raynville Academy we challenge negative behaviours and work hard to put things right.

#### **Procedures:**

1. Bullying incidents are reported to staff.
2. An incident record is created on CPOMs and passed on to Pastoral Inclusion Team.
3. Incidents will be investigated, and the bullying stopped as soon as possible.
4. Parents/carers will be informed and asked to help as necessary.
5. Police, Anti-Hate Crime/Anti-Social Behaviour Team, or other appropriate agencies may be called in for advice and support as necessary.
6. The bullies/bully will be taken through the Restorative Practice process, which is a form of mediation and reflection looking at the incident from the other's point of view.
7. Next steps will be agreed with the children involved, key staff, outside agencies, and parents as appropriate.
8. Support will be offered to the victim and perpetrator to reduce the likelihood of a repeat event.
9. Support/training will be offered to staff and parents as necessary.
10. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.