



## Anti-Bullying Policy

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## Change Log:

All – New Policy

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## 1) LEGAL FRAMEWORK

This policy is based on legislation and advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Preventing & Tackling Bullying – July 2017
- Cyber bullying: advice for headteachers and school staff.

## 2) AIMS

These are our school aims – the values aspire to and the rules we follow to achieve them:



Our lived experience of compassionate excellence means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

At The Romsey School we are very clear that bullying will not be tolerated. Therefore, all staff have an unwavering commitment towards ensuring that all students feel safe in school to enable them to flourish.

Alongside very strong consequences for any incidents of bullying, we also ensure that students are taught to be empathetic and caring. This creates positive working relationships and ensures that students feel confident to speak out and report bullying.

The school aims to ensure that students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and that they are actively involved in trying to prevent it from occurring.

This policy aims to:

- Provide a consistent approach to the management of bullying.
- Define bullying.
- Outline how students are expected to treat each other.
- Outline how students, parents/carers and staff can report any instances of bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to bullying.

### 3) DEFINITIONS:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

| Type of Bullying  | Definition  |
|---|---|
| Emotional   | Being unfriendly, excluding, tormenting etc   |
| Physical  | Hitting, kicking, pushing, taking another's belongings, any use of violence.  |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>- Racial</li><li>- Faith-based</li><li>- Sexist</li><li>- Homophobic/biphobic</li><li>- Transphobic</li><li>- Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse forced on a particular characteristic (e.g. gender, face, sexuality)   |
| Sexual  | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                               |
| Direct or indirect verbal   | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying  | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). |

### 4) RATIONALE:

#### Central Objective:

The purpose of this policy is to encourage students to treat each other with respect and to provide an environment free from prejudice-based bullying. Students will form positive relationships with each other and staff in a safe and caring environment where every student can learn.

#### Related Objectives:

To develop and foster a positive environment in which students can thrive by:

- Developing relationships between staff and students which are marked by reciprocal respect and understanding.

- Fostering student self-confidence, self-esteem and wellbeing.
- Creating an environment which:
  - o In lessons and tutor time, is purposeful, mutually supportive and non-threatening.
  - o In social time, is fun, friendly, enjoyable and non-threatening.
  - o Can feel comfortable in reporting any instances of bullying on the understanding that it will be dealt with effectively.

To prepare students for adult life by:

- Helping them understand society's need for positive working relationships.
- Enabling them to move into adult life with increased confidence and awareness of the needs of others.

To involve parents/carers in the school's management of bullying by:

- Creating an environment in which a genuine partnership exists between home and school.
- Ensuring that parents / carers are made aware of any incidents of behaviour which may be regarded as bullying whether as a victim or perpetrator, at school or involving members of the school community outside of school.
- Seeking parents'/carers' understanding and support of the school's policies and actions with respect to any incidents of bullying.
- providing advice and support where appropriate and when requested.

## 5) ROLES & RESPONSIBILITIES

The Romsey Local Governing Body:

- is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.
- will support the school in maintaining high standards of behaviour of students and staff.
- Will meet to review any cases where there have been serious breaches of the school Anti-Bullying Policy, especially where this may be linked to a Permanent Exclusion or a Governors Disciplinary Panel.

Staff

All staff will follow the school policy. Staff are responsible for ensuring the policy is applied consistently and fairly:

- All staff will report any incidents of alleged bullying to the relevant pastoral team
- Progress Leaders will record any incidents of bullying and follow the correct procedure when investigating incidents of bullying.
- Staff will ensure the school policy extends to school fixtures, educational visits and any other school related activities. Any incidents that occur whilst travelling to and from school and any incidents that come into school, may be sanctioned accordingly.
- Progress Leaders will monitor any incidents of bullying, in order to identify any trends and to prevent persistent bullying behaviour.
- Senior Staff, Progress Leaders and Curriculum leads will ensure that all new staff, particularly ECT, understand the Anti-Bullying Policy and procedures as part of their induction to school.
- Progress Leaders, along with SLT will ensure that there is a cumulative response to continued poor behaviour.

Students:

Students are expected to take responsibility for their actions, treat all members of the school community with respect and aim to build positive relationships. Students will be made fully aware of the school policy, procedures and expectations through a student version of the Anti-Bullying Policy. Students will be encouraged to report and incidents of bullying. Students will be consulted through a student voice and student Anti-Bullying Ambassador group.

Parents and Carers:

Parents/Carers play a crucial role in shaping students' interaction with their peers in school. The school will aim to keep parents/carers informed of bullying whether as a victim or a perpetrator. The school will communicate with parents/carers via letters, emails, and phone calls. Parents/Carers will be expected to contact their child's tutor or Progress Leaders if they have concerns relating to bullying in school.

## 6. MEASURES TAKEN TO PREVENT BULLYING

As a school we take bullying seriously, we use a range of proactive strategies to prevent bullying, these include:

- Positive school culture that keeps the schools 3 core values of care, aspire and include central to everything we do. This culture promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE lessons where issues of diversity are discussed, and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week.
- Year group assemblies.
- Student Surveys / Student Voice.
- Poster and social media campaigns.
- Improved supervision in potential problem areas.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of school.

## 7. PROCEDURES

Reporting Procedures:

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Progress Leader team.

Progress Leader teams will investigate the incident by interviewing all concerned and ensure that accurate records including actions are logged on the school's electronic behaviour system (Bronco).

Progress Leader teams will inform parents/carers of the outcome of the incident(s).

Tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents/Carers will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student in relation to the particular incident(s).

Students who are victims of bullying will be offered the opportunity to discuss their experience with their Progress Leader team who may make a further referral for support in order to raise their self esteem and confidence.

Students who have bullied will be helped by:

Discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing. Parents/Carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involved in a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken in response to bullying:

- Official warning to stop bullying behaviour towards an individual / group
- Lunchtime detention
- After school detention
- Internal suspension
- Direction offsite to another school
- Referral to Governor Disciplinary Committee (GDC)
- External suspension
- Permanent Exclusion

## 8. EVALUATING & MONITORING PROCEDURES

Bullying incidents will be recorded by staff using the schools MIS (Bromcom). Bullying incidents will be reviewed regularly within Progress Leader teams and reported back to SLT.

This policy will be reviewed every two years.



## APPENDIX A

### BULLYING RESPONSE TABLE

Each incident of bullying will be fully investigated and sanctioned accordingly. The table should be used as a guide. Serious incidents may enter at a different stage. Whilst the school adopts a progressive staged approach to tackling incidents of bullying, there may be incidents which enter at a higher stage. This would be in the case where the perpetrator acts in the knowledge that the child has previously been targeted or acts at the request of the peer.

| Stage   | Actions   |
|---------|---|
| Stage 1 | <ul style="list-style-type: none"><li>- Perpetrator will be spoken to and informed if any further negative behaviour is repeated it would be classed as bullying.</li><li>- Staff to offer / facilitate mediation</li><li>- Incident logged on Bromcom</li></ul>  |
| Stage 2 | <ul style="list-style-type: none"><li>- Written warning home to parents / carers</li><li>- Referral to in school Anti-Bullying ambassador - Mediation offered</li><li>- Appropriate sanction issued</li><li>- Incident logged on Bromcom as bullying</li></ul>  |
| Stage 3 | <ul style="list-style-type: none"><li>- Escalated sanction issued</li><li>- Referral to in school Anti-Bullying ambassador - Mediation offered</li><li>- Written letter home warning of implications of further negative behaviour could lead to escalated sanctions</li><li>- Incident logged on Bromcom</li></ul> |
| Stage 4 | <ul style="list-style-type: none"><li>- Escalated sanction issued (External Suspension or Direction offsite)</li><li>- Final written letter home</li><li>- Incident logged on Bromcom</li></ul>   |
| Stage 5 | <ul style="list-style-type: none"><li>- Referral to Governors Disciplinary Committee</li><li>- Risk of Permanent Exclusion</li></ul>  |