Anti-Bullying Policy

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Rationale

In order for our students to achieve their best and thrive in line with our statement of 'Strive to Excel', it is ofcentral importance that we provide an environment for all that is safe both physically and emotionally and is free from bullying.

Bullying affects everyone, not just the bullies and the victims. It also affects other children who see the bullying, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part ofschool life or a necessary part of growing up, and it rarely sorts itself out.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Although bullying in itself isnot a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Why is an Anti-Bullying Policy Necessary?

We believe that our pupils have the right to learn in a supportive, caring and safe environment without thefear of being bullied in an inclusive environment. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. It is important therefore that we have a clear written policy to promote this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts anotherindividual or group either physically or emotionally. Bullying can take many forms such as name calling, taunting, mocking, making offensive comments, kicking,hitting, pushing, taking belongings, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Bullying can occur through several types of anti-social behaviour AND IS PERSISTENT AND UNLIKELY TO BEA ONE OFF INCIDENT. Bullying is not a case of friends falling out.

Bullying can be any kind of behaviour that the victim is frightened to report and incidents could fall in thefollowing categories and are repeated acts of behaviour –

a)   PHYSICAL – A child can be physically punched, kicked, hit, spat at, etc. Bodily contact, which is aggressive and hurtful and is given without provocation as well as persistent intimidation e.g. pushing and nudging.

b) VERBAL – Abuse can take the form of name-calling. It may be directed towards gender, race,religion, physical/social disability, or personality, etc. It can also be made through mobile phones, including texts. (See Cyberbullying – Appendix F)

c) DAMAGE TO PROPERTY OR THEFT – Pupils may have their property persistently damaged or stolen.The bully may use physical threats in order that the pupil hands over property to them.

d) PSYCHOLOGICAL VIOLENCE – This can include looks, gestures, isolation, spreading stories. Text messages on mobile phones sent from home can also come into this category.

(See Cyberbullying)

As well as the categories named above, there are also **specific types of bullying**.

Bullying related to special educational needs (SEN) and disabilities
Children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodieshave new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

Bullying related to appearance or health conditions
Those with health or visible medical conditions, such as eczema, may be more likely than their peers to becometargets for bullying behaviour. Perceived physical limitations, such as size and weight and other body image issues can result in bullying.

Bullying related to sexual orientation
Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual ortransgendered (trans) person (or perceived to be) face a higher risk of victimisation than their peers.
Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families andothers perceived to be from that same group. It may be based on gender stereotyping.

Bullying of young carers or looked-after children, or otherwise linked to homecircumstances
Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they're not living with their birth parents or because they have fallen behind in their studies.Some students are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or Sexual bullying
Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may bevictims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks"about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Bullying Related to Race, Religion or Culture
Some surveys across the UK have found that a high proportion of bullied students have experienced racist orfaith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the

suggestion that where black and minority ethnic (BME) childrenexperience bullying, it is more likely to be severe bullying.

Cyberbullying (see Appendix 2 for more information on Cyberbullying)
Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e.

technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence baseis narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying.
Unlike other forms of bullying, cyberbullying can affect a child for 24 hours a day and invade their personalspace and even enter the 'safe' home environment.

At Ryburn Valley High School staff, parents and children work together to create a happy, caring, learning environment. Bullying be it verbal, physical or indirect is unacceptable and will not be tolerated. It is everyone'sresponsibility to aim to prevent occurrences of bullying behaviour and to deal with any incidents quickly and effectively.

Bullying behaviour can be brought to the attention of staff either by the pupils who are affected, their friend(s),their parent(s) or other interested parties.

Aims and Values
•   The school will provide a safe and caring environment. All staff will be aware of their duty of care towardsstudents and the need to promote well-being.
•   Bullying is unacceptable and will not be tolerated. Students will understand through assemblies, bulletins and in activities delivered in 'drop down days', form tutor time and across the school curriculum that thereis a zero tolerance approach to bullying behaviour.
•   All reports of bullying will be taken seriously. Staff will know that they must act on instances of bullyingwhich are brought to them and must involve the HOY/AHOY and Senior staff where necessary and appropriate.
•   Everyone will be listened to, will know it is "OK" to tell, who to tell and how. It will be clear to all students who they are able to approach should they have a problem.
•   All members of the school community will treat each other with respect. Thiswill underpin all dealings within the school and will be promoted though curriculum and all other activities.

Preventative Measures
•   The ethos of the school will discourage any form of bullying behaviour and encourage good relations through the following measures:
•   Designated areas for break activities.
•   The use of CCTV cameras.
•   Student guidance and mentoring.
•   Assemblies
•   Display material in rooms/public spaces
•   Vigilance of all e.g. duties, on time to lessons, general presence.
•   Staffed sanctuary at lunchtimes for vulnerable students.
•   1: 1 support as appropriate.

Guidance to both students and parents in relation to the use of IT and mobilephones

Within curriculum areas there will be a commitment to
teaching and exploring the impact of bullying. This will help to:
- Raise awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated.
- Develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- Build and maintain self-esteem.
- Promote positive role models and positive pupil/staff relationships.

Action to be Taken if Bullying has Occurred

1. The student who is bullied must be offered help within the pastoral structureof the school. Each case must be dealt with discreetly and sensitively. Interviews with parties must take place.
2. The bullied student, bully or bullies should all record the events in writing.
3. The parents of all the students involved should be contracted. Discussion of action strategies must take place hopefully with parental co-operation.
4. Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim will need supportand strategies need to be used to rebuild the student's self-esteem.
5. The student who bullies others however will need careful counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour. Counselling is available the school counsellor.
6. Governors must be kept fully informed of cases of bullying and in the more severe cases Governors may need to be involved with any disciplinary action taken e.g. exclusion.

Student Guidelines
What to do if you think you are being bullied:

- Tell a teacher or any other adult in school you trust;
- Tell a parent/carer;
- Tell them again if the bullying does not stop in school or if it continues outsideschool;
- Try not to show you are upset, which although difficult, will help discourage the bully; Try to appear confident; Just walk past if people call you unpleasant names; Tell yourself you don't deserve to be bullied;
- If you feel threatened walk away;
- Ensure social networking sites are only accessible to invited friends; Block individuals who upset you;

Parent / Carer Guidelines
What to do if you think your child is being bullied:

- Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone;
- Listen to what your child says; try to establish that the problem really is bullying and not something else;
- Learn how your child uses information and communication technology and familiarise yourself with safe practice;
- Help your child to deal with the problem by him or herself. Be tactful; do not encourage retaliation. This rarely helps and may only make things worse for your child;
- Inform your child's Head of Year or Assistant Head of Year.

Useful websites to help

- childline.org.uk – contains tips and resources for victims
- kidpower.org.uk – practical help for young people and parents
- bullying.co.uk – help and advice for victims, parents and schools
- nspcc.org.uk – help and advice for parents and families

Limits of the Policy

Where bullying occurs in school and on school trips, this policy will be applied. If bullying takes place out of school but there is a school connection, the school will, if
it is in our power, take action. If the bullying takes place out of school and there is noschool connection, this policy cannot be invoked but the school may offer support where appropriate.

Appendices
Appendix 1 – Logging incidents
Appendix 2 – Cyberbullying
Appendix 3 – Ways to raise awareness of bullying in school

Logging of Incidents

All incidents will be logged on individual pupil files (Arbor and CPOMS). Special record will be made on any incidents that involve;

1. Homophobia/Transphobia
Homophobic and Transphobic bullying has a significant impact on schools and individuals within that school.
Homophobic bullying targets someone's sexuality (whether they are, or are perceived to be gay, lesbian, bi-sexual or heterosexual), whereas transphobic bullying targets someone because of their gender identity (whether they identify as male, female or something different, regardless of the gender they were assigned at birth) or because they do not 'conform' to traditional gender stereotypes.

Pupils who experience homophobic and transphobic bullying are more likely to miss school, less likely to stay in full time education, and are less likely to feel safe, achieve, be healthy and make a positive contribution to their community. It is important at Ryburn that all pupils feel they are safe and protected from bullying. Creating a safe and inclusive atmosphere in this way builds a sense of community within the school which will, in turn, develop and sustain the community which Ryburn serves and supports.

2. Racism/religion/culture
This is bullying where you treat someone differently or being offensive to a person because of their skin colour, culture, religion, nationality or ethnic origin.

3. Sexism
Sexist, sexual and transphobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

4. Disability
Ryburn has a superb reputation in Calderdale for its SEN work. The school will not tolerate bullying of any child with SEN and disabilities. Ryburn aims to increase the participation of all learners in the life of the school; promote equality and diversity; and develop a non-bullying ethos.

Cyberbullying

Ryburn Valley High School recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Preventing Cyberbullying

Understanding and discussion

- Students will be educated about cyberbullying and how to remain safe on line through a variety of means: assemblies, conferences, projects, etc. School may have it as a topic of discussion.
- Parents will be provided with information and advice on cyberbullying via talks, letter etc. It is also the responsibility of the parent to monitor their child's use of internet sites.
- Parents will be asked to sign an IT Code of Practice before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children. **DO WE DO THIS?**

Making reporting easier

- Publicise to all members of the school community that cyberbullying can be reported in school
- Provide information for 'bystanders' including reassurances about protection from becoming victims themselves
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline, www.thinkuknow.co.uk

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:
- impact: the scale and scope of cyberbullying can be greater that other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and 'anywhere' nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some students may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
  It is possible that a member of staff may be a victim and these responses apply to them too.

Support for the person being bullied:

- 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, blocks on Facebook.
- 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, contact the host provider and make a report to get the content taken down.
- Confiscate mobile phone, ask student to delete the offending content and say who they have sent it on to.
- The school will use the police in cases of actual/suspected illegal content.

Investigation

- Staff and students should be advised to retain evidence and record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screengrab of social network pages, print, save and forward to staff whole email messages
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.imf.org.uk) or the local police
- Identify the bully

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment.
- Headteachers in all schools have 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 content and may confiscate a phone.
- Some cyberbullying activities could be criminal offences under a range of different laws.

Sexting is the sending/possession of an incident photograph of a child. Often, children send indecent photographs of themselves to boyfriends/girlfriends not realising that they lose control of the image.

All year groups will receive an assembly on sexting. Pupils will receive information in the assembly to keep them safe, but it will also be made very clear that any indecent images brought/distributed in school will possibly lead to police action and pornographic charges. This can lead to jail and being registered as a sex offender.

(5160 Criminal Justice Act 1988, Protection of Children Act 1978)

Appendix 3

Ways to raise awareness of bullying in school.

1. The School's Personal, Social, Health, Citizenship curriculum identifies the issue of bullying as part of the work on keeping safe and dealing with relationships. The PSHE tutors are responsible for implementing the scheme of work e.g.

   - What is bullying?
   - What causes people to bully each other? How does it feel to be bullied/to bully?
   - What are the effects of bullying on pupils?
   - What would school and society be like if bullying was acceptable? What should we try to do to stop bullying?
   - How should we deal with bullies/victims?

2. Assembly will be used to develop an awareness of bullying as unacceptable behaviour whilst at the same time showing acceptable behaviour.

3. The School Council will give pupils the choice to raise bullying concerns with the School. The school council will also have an LGBTQ group – this will be a safe place to support our school's lesbian, gay, trans and curious students, to celebrate diversity and tackle bullying.

4. The School has a mentoring system giving pupils the choice of their own "older" buddy in school. The school also provides student social workers who may also be able to help the students involved.

From time to time the issue of bullying may be given a higher profile through a whole school project but this should not replace the continual work carried out through the normal day to day curriculum.