

THE ROCHE SCHOOL
Anti-Bullying Policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
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Authorised by (if required)	SLT team
Review/Update Date	October 2024
Responsible Area	Lee Murphy

1. Introduction:

This policy has been written in line with the contents of the following:

- The Department for Education Paper, Preventing and Tackling Bullying July 2017 and supporting documents.
- The Education and Inspections Act 2006, 2011
- The Equality Act 2010
- The Equality Duty 2011
- The Education (Independent School Standards) Regulations 2014
- The Children Act 1989.
- The Department for Education statutory guidance Keeping Children Safe in Education 2018 and Sexual Violence and Sexual Harassment Between Children in Schools guidance.
- Childnet's Cyberbullying Guidance for Schools: Understand, Prevent & Respond.
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

2. Policy Objectives:

This policy outlines what The Roche School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We are committed to providing a caring, nurturing, friendly and safe environment for all our pupils and staff so that they can learn and work in a secure atmosphere.

All staff at The Roche School endeavour to create an ethos of good behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to

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behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Links with other School Policies

- Behaviour Policy
- Child Protection Policy
- Online Safety and Acceptable Use Policies
- Curriculum Policies e.g. PSHE
- Mobile Phone and Social Media Policies

3. Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership team has been identified to take overall responsibility.
- The Advisory Board to take a lead role in monitoring and reviewing this policy.
- All staff, including the Advisory Board, Senior Leadership Team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

4. Definition of Bullying

Bullying can be defined as:

“Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.”

Department for Education “Preventing and Tackling Bullying”, July 2017

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying is recognised by The Roche School as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on a child’s emotional development.

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Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

5. Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying
- Bullying related to race, religion, faith and belief and those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation
- Gender based bullying

Cyber-Bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying 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 move forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

6. Signs and Symptoms of Bullying

Listed below are examples of signs and symptoms of bullying:

- Being frightened of going to and from school
- Change of usual routine
- Being unwilling to go to school
- Becoming anxious and withdrawn
- Crying themselves to sleep at night/nightmares
- Feeling ill in the mornings
- Beginning to do poorly at school
- Coming home with clothes/belongings torn or damaged
- Having possessions 'go missing'
- Unexplained cuts and bruises
- Asking for money or taking money
- Becoming withdrawn, lacking in confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above

7. School Ethos

The Roche School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. We believe that having strategies in place to prevent bullying from beginning or escalating is the best approach.

We will:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.

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- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Support all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from the Local Authority and other relevant organisations when appropriate.

8. Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Please see Appendix 1 and 2 for Accident and Incident Reporting Forms.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or Head of Behaviour Management will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Please see Appendix 1 and 2 for Accident and Incident Reporting Forms.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include looking at use of the school systems, identifying and interviewing possible witnesses and/or contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include contacting the service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law. NB. Consult Searching, Screening and Confiscation Advice for Schools (Department for Education January 2018) to ensure powers are used proportionately and lawfully.
- Request the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

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- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists and helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils who have been bullied

- Pupils who have been bullied will be supported by reassuring the pupil and providing continuous pastoral support. Pupils will be offered an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Pupils will be educated and advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- We will work towards restoring self-esteem and confidence.
- We will provide ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, we will work with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with The Roche School Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns) and fixed term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

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- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the DSL, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build a resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in line with the Disciplinary Procedure.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9. Preventing Bullying

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Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create 'safe spaces' for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

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Education and Training

The whole school community will:

- Train all staff, including teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including reporting and recording all incidents. Please see Appendix 1 and 2 for Accident and Incident Reporting Forms.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, drama workshops during anti-bullying week based on the current theme etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10. Involvement of Pupils

We will:

- Take steps to involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying to a member of staff verbally or in writing.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support e.g. PSHE, Philosophy for Children and School Council.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12. Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence

- Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

13. Monitoring and Review: Putting Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of all bullying concerns.
- The headteacher will report on a regular basis to the Advisory Body on incidents of bullying including outcomes.

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Key Contact Personnel

Nominated member of Senior Leadership Staff responsible for this policy: Lee Murphy (Head of Behaviour Management)

Designated Safeguarding Lead: Louise Gilmartin (Head of Pastoral Care)

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

13. Useful links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

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- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tacklingbullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

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- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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Appendix 1

INCIDENT REPORT FORM

Copies submitted to the Head Teacher within 24 hours of all incidents being reported.

To be completed by a member of staff and filed in the **INCIDENT FILE** in the office.

If completing this for a pupil in the Nursery please also complete their 'Individual Child Accident and Incident Form' kept in their 'pupil files' in the filing cabinet. New forms must be started each term.

Date: _____ Time: _____

Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Park <input type="checkbox"/> Other: _____ (Please Specify)	Person notifying: <input type="checkbox"/> Pupil <input type="checkbox"/> Peer <input type="checkbox"/> Parent <input type="checkbox"/> Staff member Name: _____
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Person complaining: _____

Child/Children involved: _____

Brief outline of incident:

Staff member who witnessed &/or dealt with the incident initially and how?

Name: _____

Member of the Senior Leadership Team informed: YES/NO Name: _____

Class Teacher notified: YES-NO-N/A CP Officer notified: YES-NO-N/A Parent notified: YES-NO-N/A

Conclusions/Further action (Completed by member of SLT)

Any further implications/Future follow-up actions:

Signature of member of staff reporting: _____ Date: _____

Signature of Senior Leadership Team: _____ Date: _____

**N.B: This form is confidential to the school and is for internal use only.*

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Appendix 2

ACCIDENT REPORT FORM

To be completed by a member of staff and filed in the **ACCIDENT FILE** in the office.

If completing this for a pupil in the Nursery please also complete their 'Individual Child Accident and Incident Form' kept in their 'pupil files' in the filing cabinet. New forms must be started each term.

Date: _____ Time: _____

Location of accident:	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Park <input type="checkbox"/> Other: _____ (Please Specify)	Name of person injured: Name: _____ Class: _____
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Brief outline of injury:

Staff member who witnessed &/or dealt with the incident initially and how?

Name: _____

Class Teacher notified: YES/NO Parent notified: YES/NO

Date: _____ Date: _____

Time: _____ Time: _____

Conclusions/Further action:

Signature of member of staff reporting: _____ Date: _____

**N.B: This form is confidential to the school and is for internal use only.*