



# Roundwood Park School

## Anti-Bullying Policy

**Reviewed: November 2021**

**Next review: November 2024**

**(Students, Families and Community committee)**

### Anti-Bullying vision and approach

Roundwood Park School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind (whether it takes place in school or at home) prevents this from happening. Our vision is:

- To build and maintain an anti-bullying ethos within the school community
- To ensure all staff, students and parents and carers have a clear understanding of what bullying behaviour is, both in and out of school bounds and hours
- To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- To ensure that all students, parents and carers are aware of the school policy on bullying and feel confident to follow the anti-bullying systems
- To challenge attitudes about bullying behaviour as everyone has the right to learn in a comfortable environment without distractions
- As a community to challenge the use of racist or homophobic slurs
- To build awareness in the student body that we should be mindful of other's wellbeing and be kind
- At RPS, bullying should be actively challenged and diversity celebrated
- To increase understanding for students who are victims of bullying. The school's Anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our students and we will take all steps to ensure their safety. As a school, we take bullying very seriously. Students, parents and carers should understand that reporting bullying is essential and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of members of the school community to implement the school's Anti-Bullying Procedures. This procedure is an important and integral part of the school's Behaviour, Safeguarding and Equality Scheme policies also.

The key legislation, government policies, school guidance which influence our anti-bullying policy and practice are listed below:

- Education Act 2002 and 2011
- The Children Act, 2004
- Education and Inspections Act, 2006
- Equality Act 2010
- Statutory duties regarding: disability, ethnicity, gender, religion and belief, sexual orientation and age

and

The RPS Behaviour Policy

### **What is bullying?**

Following recommendations from Hertfordshire County Council, bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. The behaviour is repeated or results in multiple impacts on the target of the bullying.
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s, whether as a result of prior context, the content or the experience of the hurtful behaviour (bearing in mind also that a group may be involved in the bullying behaviour.)

Bullying can take place between students, between students and staff or between staff, and can include:

- teasing that becomes hurtful or distressing
- name-calling, taunting, mocking and making offensive comments or using slurs (e.g. P-slur, N-slur, misuse of the word gay)
- catcalling (shouting aggressive, sexually suggestive or derisive comments at someone publicly)
- any harmful homophobic, racial or sexual behaviour
- offensive graffiti
- excluding people from groups
- 'gaslighting' (form of psychological abuse, whereby a bully may cause a person to doubt their own judgements or reality)
- gossiping and spreading hurtful or untruthful rumours
- manipulation of an individual
- kicking, hitting, pushing and any act of violence, including sexual
- taking or damaging belongings

- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via social media platforms, alternatively the setting up of websites designed to embarrass or upset individuals
- posting negative content online, with an intention to cause embarrassment or to promote rumour about an individual

Students may be bullied for a variety of reasons including:

- ethnic background, race, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- sex/ gender (including sexualised bullying)
- size, the way they dress or look or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in social care, or young carers, or those with same sex parents or whose parents/carers have mental health difficulties may be particularly vulnerable

As a school, we also challenge the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, bi-phobic, sexist or racist language, including the use of slurs, does not go unchecked at RPS, whether it is targeted at an individual or not.

### **Peer on Peer abuse:**

If a student causes harm to another, this should not necessarily be dealt with as abuse. The following guidelines should be read in conjunction with those listed above to ascertain the severity of the behaviour. When considering whether behaviour is abusive, it is important to consider:

- whether there is a notable difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other students
- whether there are concerns about the intention of the alleged perpetrator

**Any manifestation of peer on peer abuse (physical, sexual or emotional including gender-based violence/sexual assaults or sexual harassment, coercion to exchange nudes or semi-nudes, teenage relationship abuse, peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour) that is identified by a member of staff is referred immediately to the DSL or Designated Safeguarding Lead in school so that it can be dealt with through the appropriate channels. In our school the DSL is Mrs Mansfield. In**

her absence any concerns should be reported to the Deputy Safeguarding Lead, Mrs Wilkins or any other member of the safeguarding team listed below:

**Mrs McAlinney (KS3 office)**

**Mrs Cunningham (KS3 office)**

**Mrs Hall (KS5 office)**

**Mrs Davies (MFL office)**

## **Roles and Responsibilities across the school**

### **Governors' role and responsibilities**

- Promote the wellbeing of students in school and ensure they are safeguarded
- Ensure the school complies with legislation and statutory duties, and observes national and local guidance
- Record, investigate and respond to any complaints from students/parents/carers or the wider community related to the school's response to bullying behaviour

### **Headteacher and senior staff with key responsibilities:**

- Build and maintain a school ethos which is welcoming and supportive and inclusive of students, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of students in the school
- Ensure staff (including support staff) receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- When appropriate, use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Act as appropriate role models for managers, staff, parents and students
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

### **All teaching and support staff:**

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of students and staff
- Promote student wellbeing and ensure the safeguarding of students in school
- Behave with respect and fairness to all students
- Challenge harmful stereotypes
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices, being mindful of unconscious bias

- Model positive attitudes and relationships in line with guidance in the RPS Staff Code of Conduct
- Promote a positive view of difference and challenge prejudice and harmful stereotypical views, both through classroom practice and by modelling the behaviour and values we are trying to instil in the school community

### **Students**

- Should report any incidents of bullying to either a member of staff or, if they feel more comfortable to one of the school's Diversity Ambassadors, whether directed at themselves or at somebody else. Students who do not report a bullying incident (acting as a bystander) are likely also to receive a consequence
- Take responsibility for personal behaviour and actions and treat one another with respect and above all with kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, diversity is celebrated and discrimination is actively challenged

### **Parents/carers**

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times, especially within the school grounds
- Report to the school any concerns regarding students involved in bullying

### **Preventing and Responding to bullying:**

Whilst we acknowledge that bullying cannot be completely eradicated, as a school, we are wholly committed to taking measures to minimise its presence and impact on individuals and the student body. The following strategy, developed in consultation with students, parents, staff and governors, gives details of how we hope to achieve this:

- Roundwood Park School has an effective pastoral system which takes all allegations of bullying seriously, investigates them and acts upon the findings according to the guidelines in this and the associated behaviour policy. This will always involve discussion with all students involved and, in the majority of instances, their parents
- The teachers' observation of the behaviour of the students in their care is often the first indicator of bullying. The Form Tutor's role is vital but all staff will be vigilant and alert to signs of bullying
- RPS has a number of Diversity Ambassadors across KS3/4 and 5. These students are identifiable around the school site and students may report to them any bullying incidents they may be concerned about and know that their

concerns will be listened to and appropriate information passed to pastoral staff where appropriate

- Assemblies and house activities relating to the promotion of diversity and wellbeing at RPS are exemplified annually during National Anti-bullying Week in November and regular 'Feeling Good' Weeks and Mental Health Days
- An annual Diversity and Wellbeing Conference is held with House Leaders and Diversity Ambassadors in the week prior to National Anti-Bullying Week in November to discuss any updates to the school's Anti-bullying policy
- A Year 7 'bully-free form status' programme is run annually and an accreditation event is held in May, led by the school's PSHCE Co-ordinator, assisted by the pastoral team, senior staff and governors
- A whole school focus on *#ThisisMe* and 'One Community, Many Voices,' celebrating diversity in our school community, promoted through; a variety of House activities throughout the year, in form time and assemblies
- Anti-bullying advice is displayed in school and the school's Anti-bullying Policy is available on the website
- The PSHE and Citizenship curricula address issues such as bullying, conflict and its resolution and peer pressure as do other subject areas such as Drama and on occasion, English. Students discuss both the impact of such behaviour on others and also look at effective ways of dealing with the situations they may experience. Students will also be made aware of anti-bullying strategies through assemblies and form periods
- The ICT Acceptable Usage Policy includes specific measures to tackle cyber bullying through the misuse of digital media, such as images of students, both in and out of school
- Information from the annual Quality of Life survey is shared with staff and students based on the outcomes from this survey; both positive and areas to next improve or develop

### **Stakeholder communication**

The school's Anti-bullying policy is available for students, staff, governors and parents/carers to view on the school website. Staff (teachers, teaching assistants and other support workers) are expected to model appropriate behaviour and challenge bullying according to guidance. Parents are encouraged to contact the school if they are concerned that their child is being bullied.

### **Monitoring and evaluation**

Monitoring and evaluation forms a regular part of the school's self-evaluation process. All policies are evaluated and reviewed with involvement from staff, students, the governing board, parents and carers as appropriate. The Anti-bullying policy is reviewed every 3 years. Tools that are used to assess the impact of the implementation of our Anti-bullying policy include:

- Annual behaviour report to governors by a senior member of staff, including information on reported experiences of bullying and recorded incidents of bullying
- The outcomes and actions that stem from the annual student Quality of Life survey

*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*