1. Introduction

Our purpose of "Striving for Excellence Together" drives us and our core values of aspiration, collaboration and resilience defines us. Every child should be able to learn in a school environment free from bullying and discrimination of any kind. At Sir William Romney's School we are relentless in embedding a culture where every member of our community feels safe, has a sense of belonging and is proud to be a member of the school. We are committed to safeguarding children and young people's physical, mental and emotional health.

This policy has been written following consultation with both students, staff and parents in February 2024.

Our Anti-Bullying strategy is referred to as Respect 24/7 because everyone has a role ensuring that our culture is one of respect and kindness and that individually we can strive to always be looking to further improve how we show respect and kindness to each other. We believe that if we all show respect to each other all the time then our culture will be even better.

We aim to ensure that all members of SWR take active responsibility for the welfare and safety of each other and help them feel secure. We seek to create an atmosphere of trust, respect and empathy, whilst recognising and celebrating diversity amongst all members of the school.

Students should be able to tell staff about incidents immediately, confident that they will be supported, and the incident dealt with promptly and sensitively.

2. Definition

Bullying is defined as (Anti Bullying Alliance):

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

Bullying is generally characterised by:

• Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

• Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

• Targeting: Bullying is generally targeted at a specific individual or group.

• Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

• Pupils with special educational needs.

• Pupils who are adopted.

• Pupils suffering from a health problem.

• Pupils with caring responsibilities.

3. **Legislation and Guidance**

This policy has due regard to all relevant legislation including, but not limited to, the following:

• Education and Inspections Act 2006

• Equality Act 2010

• Protection from Harassment Act 2017

• Malicious Communication Act 1988

• Public Order Act 1986

• Communications Act 2003

• Human Rights Act 1998

• Crime and Disorder Act 1998

• Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

• DfE (2017) Preventing and tackling bullying

• DfE (2018) Sexual violence and sexual harassment between children in schools and colleges

• DfE (2018) Mental health and wellbeing provision in schools

This policy operates in conjunction with the following school polices:

• Behaviour policy

• Suspensions and Exclusions policy

• SEND Policy

• Child Protection and Safeguarding policy

• Equality policy

• Acceptable use policy

• Relationship and Sex Education Policy

Bullying can take many forms, but it is important to understand that bullying is not the occasional falling out with friends, name-calling or arguments, or when the occasional joke is played on someone. We refer to bullying as STOP:

Several Times On Purpose

4. Types of bullying include:

• Bullying because of their characteristics, for example on the ground of race, religion, gender, appearance, disability, sexual orientation or for other vulnerable characteristics.

• Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

• Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

• Transphobic bullying: Bully based on another person's gender 'variance' or form not conforming to dominant gender roles.

• Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. It may sometimes be characterised by inappropriate sexual behaviours.

• Sexual bullying: Bullying that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person.

• Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g., SEN or mental health issues.

• Relational bullying: Bullying that consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

• Cyber bullying: Bullying behaviours using hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

• Intolerance of faith: intolerance of another person's religious beliefs or practises.

Bullying can be:

• Physical – hitting, kicking, theft.

• Verbal – name calling, teasing, insulting, making offensive remarks. This includes unpleasant comments on their physical appearance.

• Indirect or covert – spreading rumours, excluding someone from social groups, being made the subject of malicious gossip.

There is a clear distinction between **bullying behaviours** (eg Physical, Verbal…) and **harassment behaviours** (unwanted and unsought physical verbal or online contact…)

At SWR, we will always take bullying seriously and have a zero-tolerance approach. We use a range of proactive and reactive strategies to combat and prevent bullying.

4. Prevention

At SWR, we have a commitment to prioritise the prevention of bullying. We take a number of proactive steps.

- Effective leadership that promotes an open and honest Anti-Bullying ethos.

- A positive ethos that puts collaboration and working together at the centre of everything we do. The school engages with all stakeholders (eg students, parents and local community) to prevent harassment and maintain mutually respectful relationships.
- Use of curriculum opportunities, in our Personal Development curriculum to promote the importance of working with each other, celebrating diversity and the damage that bullying can do.
- Ensure staff have regular professional development opportunities to highlight the key part staff have in our Anti-Bullying strategy.
- Regular opportunities are taken to promote and raise awareness of the Anti-Bullying campaign. The school takes part in the Anti-Bullying campaign in November each year. We also promote Anti-Bullying in assemblies and with posters around the school.
- The effectiveness of our strategy is considered through student, staff and parent surveys and regularly discussed at the Student Council and other student voice groups.

What can students do about bullying?

- Speak To Other People. If a student is being bullied, s/he must tell someone. This could be any member of staff, friends or family. If preferred, they could email the Respect 24/7 email address at respect24-7@swr.gloucs.sch.uk. The email is monitored during school days and any information received is sent to the pastoral teams.
- Any information received will be used sensitively. Students will be reassured with how the information will be used. It is preferable for students to report information along with their names so that the information can be discussed with them.
- If someone else is making them feel anxious at school, they must not try to deal with this alone but talk to someone so that the school can help.
- No member of the school community should ever stand by and watch someone being bullied. They should seek assistance. You should never offer a bully silent support as you will be part of the bullying and as such will be subject to consequences as well.
- Report any incidents of bullying when travelling to and from school (eg on the school bus).
- If a student receives cyber bullying they should contact the school and speak to a member of staff. Any messages sent on social media should be kept as evidence.

    We hope parents/carers will:
- Support the school in having zero tolerance for bullying.
- Talk to their child about the importance of showing kindness and respect to all.
- Work in collaboration with the school if a bullying incident involving their child occurs.
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5. Response to Bullying

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible. A student can report an incident of bullying by:

- Speaking to their tutor or any member of staff.
- Seeing the pastoral team including their Head of Year.
- Emailing respect24/7@swr.gloucs.sch.uk and report concerns.

A member of staff will investigate the incident and record outcomes for all those involved. The school will keep parents informed on any investigation and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to members of staff instead.

Every incident will be different and therefore the support and consequences will be adapted to the circumstances and individuals involved.

Students who are the victims of bullying will be offered the opportunity to discuss their experience with a member of staff and be offered support to help restore their self-esteem.

The students who bully will also be supported by discussing their actions, the impact it had and the reasons why they did it. Parents will also be informed and supported to help change the attitude and behaviour of their child. This support will depend on the circumstances but could include signposting support from identified external agencies.

With all parties' agreement, there will also be an opportunity to rebuild relationships through restorative conversations, supported by a member of staff who will mediate. We encourage all students to engage in resolving disagreement and conflict with support.

The school approach to responding to child-on-child abuse can be found in the school's Child protection and safeguarding policy that can be found here.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but the Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

6. What sanctions may take place?

If a criminal offence has been committed, the Headteacher must be informed. The Headteacher will take action according to legislation and the School Behaviour Policy.

Sanctions may include:

• breaktime, lunchtime or after school detention

• internal isolation in the Reset Room

• implementation of a Behaviour Support Plan

• fixed-term exclusion

• off-site provision through the alternative provision services

- Permanent exclusion

7. Feedback and concerns:

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying, and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve

these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure where a letter to the Chair of Governors should be written in the first instance. We would also be pleased to receive positive feedback from parents when things have gone well.

8. Monitoring and reviewing our policy:

The school will regularly monitor and evaluate our policy to ensure it is being consistently applied. Any issues identified will be incorporated into the school's action plan. Issues, which may prompt a review of the policy, include:

- an increase in the number of reported incidents of bullying.
- results of pupil perception surveys and work in class.
- absences which are thought to arise because of bullying.
- complaints and compliments received from parents/carers.

Appendix 1: Supporting Organisations and Guidance

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Beat Bullying: www.beatbullying.org

• Childline: www.childline.org.uk

• DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventingand-tackling-bullying

• DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• 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

Cyberbullying

• Childnet International: www.childnet.com

• Digizen: www.digizen.org

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

• EACH: www.eachaction.org.uk

• Pace: www.pacehealth.org.uk

• Schools Out: www.schools-out.org.uk

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

• 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

• Show Racism the Red Card: www.srtrc.org/educational

The SWR Child Friendly Anti-Bullying Poster

Striving for Excellence Together

What is Bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Sometimes it is easier to remember that bullying is unkind behaviour several times on purpose or STOP.

Several **T**imes **O**n **P**urpose

Bullying is **not:**
- A falling out with a friend
- An accident
- Something that only happens once

Student Role	What should I do if I am being bullied or witness others being bullied?	
	DO:	**DON'T:**
	Speak **T**o **O**ther **P**eople - Ask them to STOP, if you can - Speak to a Respect 24/7 ambassador - Speak to any member of staff - Speak to a friend - Speak to your parents/carers - Email respect24-7@swr.gloucs.sch.uk	- React in a way that could get you in trouble - Think it is your fault - Hide it - Do as the bully says - Avoid coming into school

How can I use the respect24-7@swr.gloucs.sch.uk email address?

- Ask for help if you feel you are being bullied
- Report concerns you have for other students but don't want to directly talk to a member of staff

Staff Role	What will SWR staff do?
	- Reassure and listen to you - Investigate the incident(s) by speaking to others - Feedback to you on the actions they have taken even if they cant go into the detail - Issue sanctions if appropriate - Initiate other interventions (eg restorative conversations if appropriate)

Aspiration	Collaboration	Resilience