

# THE RIPLEY ACADEMY

## Anti-Bullying Policy

September 2021



**Achieving Excellence Together**

Responsibility: Deputy Headteacher  
Date of next review: Autumn 2022

At The Ripley Academy we believe that bullying is fundamentally wrong and prevents individuals from taking advantage of social and educational opportunities or from functioning effectively in their role /job or from feeling safe whilst in school or on the way to and from school or in their communities.

### **Bullying behaviour is:**

- **A deliberate action or actions which hurt or upset someone or a group of people**
- **It involves an imbalance of power where one person uses this against another**
- **It is usually persistent, as it happens more than once**

### **It includes:**

invading privacy  
actual violence or threats of violence – verbal or non-verbal  
cyber bullying  
sneering and sarcasm – comments intended to put people down  
teasing and / or name calling, making jokes at someone's expense  
written abuse or graffiti  
ignoring, excluding someone in order to hurt their feelings  
interfering with property, workspace and borrowing without permission  
derogatory comments about religious beliefs  
racially offensive remarks or behaviour\*  
sexually offensive remarks or behaviour  
wearing racist / sexist badges / slogans  
demanding money / goods / favours through intimidation / force  
purposely forgetting to repay a loan  
writing nasty comments on websites walls

\*Towards or about anyone from a different culture, ethnic group, place of origin, place of residence.

**Overall it acts to intimidate, humiliate, ridicule and / or undermine the confidence of the person(s) being bullied. If YOU are being bullied don't blame yourself**

### **Forms of bullying covered by this policy?**

As society and technology develops and evolves, the forms of bullying mirror these changes. At the time of writing this policy covers the following recognised forms:

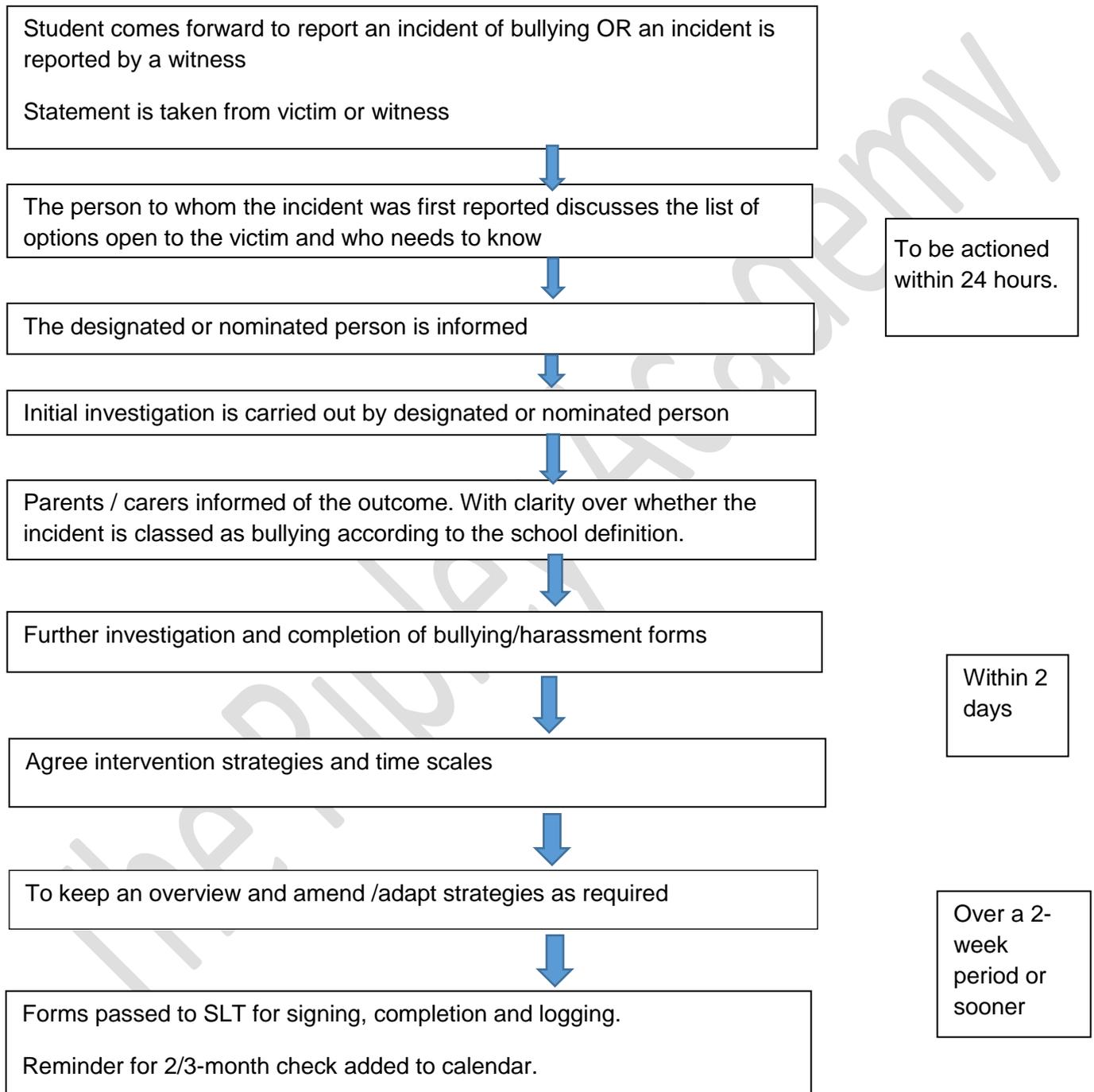
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic, transphobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

### **Objectives of the policy**

In this policy you will find out what the school will do to prevent and tackle bullying. This policy, we trust, will develop a community which promotes an anti-bullying culture; where every individual is valued for their contributions regardless of a persons', race, religion, sexual orientation, ability, appearance or deprivation. As a community we will not tolerate bullying –

including between adults, adults to children and between young people. We want to come together as a school community to stop bullying and work together to encourage the development of ourselves as individuals whilst accepting: bullying is a part of 21<sup>st</sup> century life and victims must be given the skills to overcome it and the bullies educated to stop.

## Bullying flow chart following an allegation of bullying



NB - As a school we will investigate reported incidents of bullying and may notify/refer an incident to the police or ASB coordinator and exercise the power to take sanctions against students involved in incidents of bullying which occur out of school or whilst on a school trip.

## Preventing bullying

### **To prevent the 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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

### Involvement of students

#### **To prevent we will:**

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

### Liaison with parents and carers

#### **To prevent we will:**

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.

- 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 students, both on and offline.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Conduct and Character policy
- Complaints Policy
- Safeguarding and Child Protection policy
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and RSE
- Mobile phone policy

### **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- Preventing & tackling bullying, Advice for headteachers, staff and governors, July 2017
- Sexual violence and sexual harassment between children in schools and colleges, May 2018
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

The named Governor with lead responsibility for this policy is: **Mrs Helen Redhead**

The named member of staff with lead responsibility for this policy is: **Miss Jayne Scattergood**